REPORT RESUMES

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STATUS REPORT ON CONTINUING EDUCATION PROGRAMS IN CALIFORNIA HIGHER EDUCATION.

BY- BROSSMAN, SIDNEY W. AND OTHERS

CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.

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THIS REPORT ON ADULT EDUCATION AND EXTENSION PROGRAMS IN ALL PHASES OF CALIFORNIA'S SYSTEM OF PUBLIC HIGHER EDUCATION TRACES THE EFFORTS TO COORDINATE CONTINUING EDUCATION IN CALIFORNIA SINCE THE COORDINATING COUNCIL AUTHORIZED THE STATE COMMITTEE ON CONTINUING EDUCATION IN 1963. THE JUNIOR COLLEGES CONTINUE TO PROVIDE THE GREATEST NUMBER OF ADULT EDUCATION COURSES IN CALIFORNIA. IN ADDITION, FULL-TIME ENROLLMENTS IN JUNIOR COLLEGES ARE RISING, AND BOTH GRADED AND UNGRADED ADULT CLASSES ARE ALSO INCREASING. CONTINUING EDUCATION IS OFFERED BY ALL JUNIOR COLLEGES THROUGHOUT THE STATE. MOST COURSES ARE GRADED AND ARE DESIGNED TO MEET SCHEDULES AND NEEDS OF PART-TIME STUDENTS. MOST STUDENTS IN JUNIOR COLLEGE, CONTINUING EDUCATION CLASSES ARE ENROLLED ON A PART-TIME BASIS, AND LITTLE INFORMATION IS AVAILABLE REGARDING THEIR AGE GROUPS, EDUCATIONAL BACKGROUNDS, OCCUPATIONS, OR OBJECTIVES. A STUDY IN THIS AREA IS BEING COMPLETED BY THE COUNCIL. IT IS RECOMMENDED THAT THE STATE DEPARTMENT OF EDUCATION SUBMIT AN ANNUAL CONTINUING EDUCATION REPORT ON THE PUBLIC JUNIOR COLLEGES TO THE STATE COMMITTEE, INCLUDING DATA ON EXTENT AND CHARACTER OF COURSE OFFERINGS, LOCATION OF CLASSES, ENROLLMENTS, AND ADMINISTRATION DATA. (HS)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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COORDINATING
CALIFORNIA'S
HIGHER
EDUCATION

STATUS REPORT ON CONTINUING EDUCATION PROGRAMS IN CALIFORNIA HIGHER EDUCATION

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LOS ANGELES

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STATUS REPORT ON CONTINUING EDUCATION PROGRAMS IN CALIFORNIA HIGHER EDUCATION

A REPORT OF THE STATE COMMITTEE ON
CONTINUING EDUCATION
to the
COORDINATING COUNCIL FOR HIGHER EDUCATION

Sacramento and San Francisco
November 1965

PREFACE

> . . . The classification of "adult" is inadequate as a description of the responsibility shared by all higher institutions to make learning a continuing process and to provide opportunities for intellectual development beyond the years of formal full-time college attendance. These opportunities must be attuned to the cultural, personal, and occupational needs that come with maturity and that change from year to year in the life of each individual . . . the general intent of these programs is best expressed by *continuing education.*[1]

Using the term recommended by the Master Plan, the Coordinating Council for Higher Education published *Continuing Education Programs in California Higher Education* in July 1963 in part to comply with House Resolution No. 125, and a Senate Finance Committee resolution adopted by the 1961 California Legislature. This study dealt with the programs and operations of continuing education as of that date. The study proposed a greater delineation of functions among the segments, set forth a comprehensive system for coordinating continuing education offerings and services of all segments of public education, considered the finance of continuing education programs, discussed establishment and designation of general extension centers, and explored future patterns of continuing education in California. The principles adopted by the Coordinating Council in June 1963 concerning delineation of function and coordination became operative in the State Colleges on September 1, 1963, for their continuing education programs and were implemented by the University of California in various stages at approximately the same time.

As a part of its recommendations, the Coordinating Council directed that:

> 1. A re-examination of the continuing education programs of public higher education and the coordinating machinery recommended by this report be made by June 1965 by the State Committee on Continuing Education. Such examination should determine if adequate progress toward creating orderly, efficient and coordinated programs has been made in terms of the general needs for continuing education programs at the higher education level.
>
> 2. Should results of the study so indicate, the Coordinating Council make additional recommendations concerning function, coordinating machinery and finance as may be required.[2]

In compliance with the Council's resolution, this 1965 report has been prepared to review the status of continuing education in California. Section I examines the development of adult education and extension programs since 1963, including recommendations for uniform accounting systems and procedures. Discussed in this section are the extent of offerings, enrollments, admission and administration, faculty salaries and growth trends of University of California Extension, State College extension services, Junior Colleges and high schools. Section II reviews the delineation of continuing education functions of the segments of public higher education in California in terms of review of credit courses, academic breadth of offerings, off-campus centers and education of teachers. Included in this section are discussions of dental assistants programs and correspondence programs. Section III makes recommendations for greater coordination of continuing education by formation of regional committees and by consideration of statewide extension standards. In Section IV the finance of continuing education programs is examined in terms of capital outlay, State support, and current and estimated operating expenditures. The Federal Higher Education Act of 1965 is summarized as a separate section. Conclusions are then presented based on the foregoing.

This report has been prepared with the assistance, advice and consultation of the members of the State Committee on Continuing Education.[3] The Coordinating Council and its staff wish to express their appreciation to the State Committee and to all representatives of Junior College evening programs, State College extension services, University Extension and public high school adult education programs who assisted in formulating these policies, guidelines and recommendations. So long as the Council enjoys the cooperation and accord of these leaders of higher education in California, the continuing education process in this state, to borrow a phrase from Provost Page Smith, will not become "completely ossified."[4]

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[1] *A Master Plan for Higher Education in California, 1960–1975* (Sacramento: State Department of Education, 1960), p. 137. As Philip Smith has demonstrated, any definition of education must necessarily include the process which we call "continuing education": "In the expression 'education goes on whether school keeps or not,' we call attention to the fact that people . . . keep on learning long after their formal education is terminated." *Philosophy of Education* (New York: Harper and Row, 1965), p. 23.

[2] CCHE, *Continuing Education Programs in California Higher Education* (July 1963), No. 1005, p. 10.

[3] See Appendix A for a list of the current State Committee membership.

[4] Provost of Cowell College, University of California at Santa Cruz, *Los Angeles Times* (April 25, 1965), p. 4: "Higher education, like American life in general, exists only because a series of experiments, all of which fail hopelessly but which, taken together, keep the process from becoming completely ossified."

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SUMMARY OF THE REPORT

As California's population and the number of students entering California's institutions of higher education continue to increase, studies by the Coordinating Council of the status, delineation of functions and adequacy of financing of continuing education also become increasingly important. To provide a contribution to cooperative planning among University Extension, State College extension services and Junior College continuing education, the Council requires comparable data from each of the segments. Adequate and comparable record-keeping, reporting and accounting procedures, therefore, are strongly recommended both within and among the segments.

The segments must also plan for tremendous growth in the next ten to fifteen years. University Extension, for example, must plan for an enrollment of approximately 335,000 by 1975. During the past year University Extension has shifted from an emphasis on degree credit offerings to professional, postgraduate and certificate programs. Most State College extension offerings are geared toward the education, improvement and training of teachers. The State Colleges will continue to play a dominant role in this area of continuing education. Junior Colleges offer the bulk of continuing education for adults in California and must be prepared for even greater numbers of students in the future.

To ensure the proper delineation of functions and coordination of offerings of University Extension and State College extension services, the Council requested that all credit courses be reviewed. In reviewing credit offerings during the past year, two general areas of concern of the State Committee were to determine that offerings reflected the strengths and capabilities of the particular institution and that each continuing education program was thoroughly integrated with the appropriate instructional department of the campus involved. In examining these offerings, the State Committee required that University and State College extension courses offered off campus be approved by the appropriate Junior College district. Further, all State College off-campus extension courses were offered exclusively in the geographical area served by a particular State College.

Included among lower division offerings was the University Extension program for dental assistants. In the past year discussions about this program were held among representatives of University Extension, the Dental Society, UCLA School of Dentistry and Junior Colleges. University Extension has agreed to phase out its dental assistants program.

In addition to lower division courses, the State Committee reviewed contract classes, courses offered at State College off-campus centers, and Junior College vocational classes. The Junior College role in the education of teachers was examined, and the State Committee determined that Junior Colleges should not offer courses in teacher education, with the exception of an introductory course in education.

The State Committee not only reviewed course offerings and dealt with questions of delineation of function during the past year, but also provided coordination at the local level by establishing and encouraging new regional committees and by strengthening existing committees. Discussions were initiated by the Council staff with Junior College, University of California, State College, and city and county school district adult education and extension officials in the Davis, Fresno, Fullerton, Hayward, Los Angeles, Redding, Sacramento, San Francisco, San Jose and Santa Barbara areas. The State Committee has also delegated review of course offerings and resolution of local disputes to these local area committees.

As regional committees are formed where necessary, the State Committee will call upon local representatives for recommendations in many fields, including capital outlay and state support. During the past year the State Committee determined that students pay all, or nearly all, costs of University and State College extension programs. Although University Extension receives most of its funds from student fees, the State Committee and the Coordinating Council have affirmed the position that the State should support University Extension similar to the support level of Extension's 1962–63 budget, *viz.*, approximately 9%. The rationale for State support of University Extension programs stems from the University's maintenance of a statewide organization in order to offer a full range of continuing education programs.

The State Committee has also observed that the current policy of requiring all State College extension funds to revert to the General Fund does not permit the State Colleges to administer many risk or unique programs. Since there would be educational value in some limited State College participation in these types of programs, the State Committee and the Coordinating Council support the principle of State College retention of extension surpluses for the purpose of expenditure of risk capital.

The foregoing areas of the status of continuing education programs in California, delineation of functions, coordination and finance of continuing education programs are discussed in detail in subsequent pages of this report. In addition, recommendations have been made for the orderly growth of continuing education in California without costly duplication and undue competition. To permit the Council to make adequate examinations and studies of trends and programs, the report also recommends that each of the segments supply an annual report on continuing education to the State Committee.

1965 RECOMMENDATIONS ON CONTINUING EDUCATION PROGRAMS IN CALIFORNIA HIGHER EDUCATION AS ADOPTED BY THE COORDINATING COUNCIL FOR HIGHER EDUCATION[1]

CONTINUING EDUCATION PROGRAMS

Accounting Systems and Procedures

The Coordinating Council for Higher Education re-emphasizes to the California State Colleges and the University of California the necessity of instituting uniform accounting systems for their extension services and devising their extension accounting systems and procedures as nearly comparable between the two segments as possible; and

The Coordinating Council for Higher Education recommends that representatives of University of California Extension and of the California State Colleges extension services meet to determine the best means to implement this recommendation and report their findings to the State Committee on Continuing Education by January 1966.

Annual Reports from the Segments

The Coordinating Council for Higher Education requests the University of California, the California State Colleges and the State Board of Education for the public Junior Colleges to submit annual extension and continuing education reports, including the extent and character of offerings, location of classes, enrollments, admission and administration data, budgetary receipts and expenditures, and to submit these reports annually to the State Committee on Continuing Education on April 1, commencing in 1966; and that

The Coordinating Council for Higher Education requests the University of California, the California State Colleges and the State Board of Education for the public Junior Colleges to study characteristics of students enrolled in extension and continuing education programs, and that the State Committee on Continuing Education receive and comment upon the plans for these studies not later than July 1, 1966, and annually thereafter.

DELINEATION OF FUNCTION

Academic Breadth of Offerings

The Coordinating Council for Higher Education requests the California State Colleges and the University of California to develop plans for increasing the proportion of extension credit course offerings designed for broad academic education of adults.

Common Course Numbering System

The Coordinating Council for Higher Education requests the California State Colleges and the University of California each to initiate a study of a common course numbering system for all regular and extension classes so that efficient coordination of extension programs may be effected.

Contract Classes

The Coordinating Council for Higher Education requests the California State Colleges, the California public Junior Colleges and the University of California to present full information on July 1, 1966, and annually thereafter about all contract classes so that the State Committee on Continuing Education may determine if these classes are fully integrated with the appropriate instructional department of the campus involved.

Annual Report from the State Committee on Continuing Education

The Coordinating Council for Higher Education requests that an annual report each September for the preceding July 1–June 30 on continuing education be undertaken by the State Committee on Continuing Education to advise the Coordinating Council for Higher Education on progress of coordination of adult education and extension programs and to make recommendations in delineation of functions and financing of continuing education by public institutions of higher education in California.

Commendation

The Coordinating Council for Higher Education expresses commendation to the California State Colleges, the California public Junior Colleges and the University of California for their well-rounded extension programs and their efforts to serve nearly all areas of the state.

COORDINATION OF CONTINUING EDUCATION

Statewide Standards

The Coordinating Council for Higher Education requests the University of California, the California

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[1] Adopted by the Council on September 28, 1965.

State Colleges and the California public Junior Colleges to implement the following policies:

a. The extent of credit courses offered off campus should be determined by need and by the ability of the institution to provide courses consistent with high standards of excellence.

b. Students who enroll for college credit should be admitted into a system of advisement and counseling.

c. Extension and continuing education instructors should have the same qualifications as teachers of on-campus classes; appointment of continuing education and extension instructors should be approved by appropriate departments of instruction.

d. Off-campus courses should be held for periods of time equivalent to on-campus courses and should be provided with comparable facilities and materials.

Regional Committees

The Coordinating Council for Higher Education requests the California State Colleges, the California public Junior Colleges and the University of California to cooperate with the Council staff and the State Committee on Continuing Education in their efforts to form or strengthen regional committees to provide coordination of continuing education programs at the local level.

Extension Guidelines and Policies

The Coordinating Council for Higher Education requests the California State Colleges to review and update their statewide guidelines for extension services to ensure that extension offerings are as nearly like offerings in the regular college program and requests the University of California and the California State Colleges to update their statewide extension policies to include recommendations of the State Committee on Continuing Education and Coordinating Council for Higher Education.

Service Areas

The Coordinating Council for Higher Education requests the California State Colleges to revise their service areas, as necessary, in order to reflect the growth and changing character of areas in relation to each State College.

FINANCE OF CONTINUING EDUCATION PROGRAMS

State Funds for Extension Physical Facilities

While conditions existing until recently indicated the desirability of seeking non-State funds for providing extension instructional facilities, recent and proposed federal legislation indicating an opportunity for greater effort at the State level causes it to be recommended that the staff of the Council with the advice of the State Committee on Continuing Education continue study of State support for physical facilities for extension in terms of subsequent evaluation of the above-mentioned federal programs.

State Support for University of California Extension

The Coordinating Council for Higher Education reaffirms its position of June 25, 1963, that: "In view of the scope, purpose and role of University Extension, State support should be accorded to University Extension for those functions directly related to maintenance of the unique statewide character of Extension programs. Costs to be borne by the State should bear a relationship to the overall Extension budget substantially similar to that obtained in the 1962–63 Budget."

Retention of State College Extension Surplus Funds

The Coordinating Council for Higher Education reaffirms its position of June 25, 1963, that: "The Trustees of the California State Colleges should be permitted to retain surplus funds developed in the operation of the various State College extension programs; such funds to be apportioned on a statewide basis to areas of greatest need."

INTRODUCTION

As California seeks to accelerate its plans to prepare for the large numbers of adults asking for admission into continuing education programs, one is reminded of John Kenneth Galbraith's admonition of the approaching "New Leisure" and "New Class":

> It is a measure of how little we need worry about the danger from reading the number of people engaged in work *qua* work that, as matters now stand, our concern is not that we will have too few available for toil but too many. We worry lest such technical advances as automation, an already realized dividend of the expansion of the New Class, will proceed so rapidly as to leave a surplus of those who still work. This, indeed, could be the great danger.[1]

Another "danger" as an outgrowth of scientific activity and greater leisure is cited by Paul Sheats, who recently suggested in "Continuing Education for the West's Adults," that perhaps "new-type diplomas should begin to disintegrate in about five years and be renewable only after a period of sabbatical leave spent on campus."[2]

In point of fact, these "dangers" and automation have been a concern of higher education in California for more than a decade already. In the last fifteen years this state's vast educational resources have shifted from an emphasis upon meeting basic adult education needs to an emphasis upon meeting the demands imposed upon our affluent and space-age society by ever-increasing technology and automation. Frederic Ness of Fresno State College said recently that "the immutable truths of today may well provide little more than antiquarian interest a short future from now."[3] And Saul Bellow's Herzog says that this "unexplained life is not worth living," but then adds shortly thereafter that "these explanations are unbearable, but they have to be made."

Where are California's adults to turn for these explanations? In a time characterized by mercurial and momentous changes in the social, scientific and technological fields of human behavior, life-long learning in institutions of higher learning is urgent for every person. And to survive this "revolution of science and technology," said Adlai Stevenson, "education, not wealth and weapons, is our best hope—that largeness of vision and generosity of spirit which spring from contact with the best minds and treasures of our civilization."[4] There is, however, no systematic way in which California's educators can determine precisely when this "revolution" will cause each of our professional, scientific and technical citizens to face educational obsolescence. "Largeness of vision and generosity of spirit," as well as unadorned cooperation and coordination among California's leaders of higher education, are needed to develop and organize the means by which this state's pool of professional men and women—doctors, dentists, nurses, lawyers, engineers, technicians, educators—can meet the danger of falling too far behind and thus survive this revolution. For the explosion of knowledge in every part of California society is rapidly outdating previous years of formal education and training. Indeed, every sector of the campus must consider "the several concurrent revolutions that are now taking place in America and the world."[5]

In commenting on this explosion of knowledge, Lois Edinger recently observed that the "volume of man's knowledge is doubling every 15 years. The dramatic impact of this statement becomes apparent when we reflect that, just to keep up with new scientific information alone, it is estimated that man would have to read around the clock every day for 46 years to cover one year's output."[6] No one can read everything in his field, but today any professional, technical or business person who ignores this "dramatic impact" and therefore neglects his own continuing education does so at his own peril and at the risk of atrophy and obsolescence of previously "learned" knowledge.[7] As a result of this obsolescence, it is estimated that ten years from now "engineers will be using only one-half the knowledge they now use. All vocations must train and retrain."[8]

To compound the threatening obsolescence and challenge of the new knowledge, California must deal with a burgeoning population. Furthermore, more than 85% of this state's adults live in a metropolitan area and are thus faced with the maze of complex decisions that confront all overcrowded urban regions today. Not the least of these problems is the education of a multitude of college students. Referring to this multitude, Governor Edmund G. Brown said recently that "by the end of the decade public colleges will have had to add enough classrooms to accommodate 230,000 more students."[9] As the Governor has pointed out, California is not only the first state in the union in population, but also continues to grow at an ever-accelerating rate. A reasonable estimate is that the population of California in 1980 will be about 28 million. This figure compares with our population of more than 18 million in 1964 and represents a staggering 75% increase over 1960.[10]

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[1] *The Affluent Society* (Boston: Houghton Mifflin, 1958), p. 346.

[2] *The Changing West: Implications for Higher Education*, Western Interstate Commission for Higher Education (February 1965), p. 51. Again, even more recently, Dean Sheats pointed out that "the massive amount of leisure which soon will be the heritage of almost all adult Americans is an incalculable variable never before conjured with by any society." "The Frontiers Ahead for University Extension," *The NUEA Spectator* (April-May 1965), p. 4.

[3] Inauguration Address as President of Fresno State College, April 30, 1965: "Thus, in moments of mild disillusionment, we may agree that 'There have never been so many studying so much and learning so little.' "

[4] "The Plight of the Humanities," Editorial Projects for Education, 1965.

[5] "The proliferation of knowledge and the population; our spectacular affluence and the advance of cybernation; our changing position in world affairs; the moral revolution of the young and the civil rights movement—all these deeply affect the life of the campus." *Preliminary Report of the Select Committee on Education*, Academic Senate, University of California, Berkeley, May 24, 1965.

[6] "Continuing Education for Teachers," *The Journal of Teacher Education*, XVI (March 1965), p. 3.

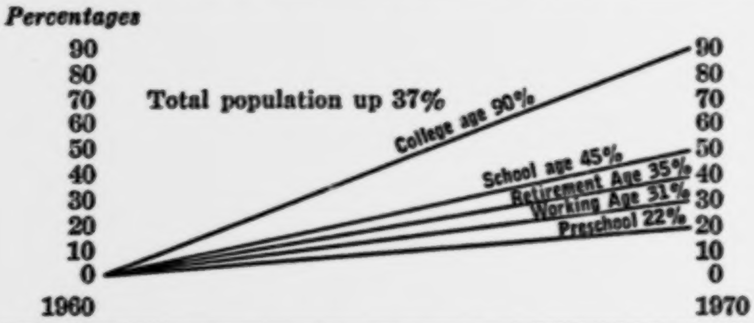
[7] Alexis de Tocqueville (*Democracy in America*, 1840) pointed up this problem in 1831 by asking an American sailor why American ships were built to last for only a short time. The sailor replied that "the art of navigation is everyday making such rapid progress, that the finest vessell [*sic*] would become almost useless if it lasted beyond a few years." (Taken from *Self-Renewal* by John W. Gardner, 1964, p. 107.)

[8] *Loc. cit.*

This population growth has great significance in the field of continuing education, for adult and elderly populations are increasing in record numbers. By 1980 the 25–64 age group will increase 43%, and the over-65 age group will increase 61%. California growth rates from 1960–1970 are represented graphically in Table 1.

TABLE 1

Population Growth Rates in California
1960–1970



SOURCE: State of California Budget for the Fiscal Year July 1, 1964, to June 30, 1965, p. A-23.

This table shows that the working ages will not have increased as fast as the total California population (37%), the college-age group (90%), or the school age group (45%). Nevertheless, a 31% increase in the working-age group represents a tremendous potential impact upon campuses offering adult education and extension programs.

But even these substantial percentages do not tell the entire story. The denouement is left for Arthur Corey, who points out that this tremendous population growth in the United States and California is compounded by the fact that Americans are moving north and west and from rural areas toward the cities. Not only did one-fifth of the growth in the United States from 1950 to 1960 take place in California, but also to be taken into account is the expectation of a 50% increase in California's population between 1965 and 1980. If the estimate of 260 million population in the United States by 1980 is accurate, "this means that one American in nine will be a resident of the Golden State in 1980."[11]

What further evidence is required to demonstrate the need for planning and coordination of continuing education among California's institutions of higher education? The enrollment figures presented in this report's Section I, "Continuing Education Programs in California," are but one more piece of testimony. Subsequent recommendations, such as those in Section I for uniformity of accounting systems, are made in an effort to place this state in a position to collect data and to plan and organize effectively for the expected increase in adult and extension operations.

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[9] "College Plan," *American Education* (March 1965), p. 9.

[10] Department of Finance, Population Research Section, "Report of California Total Population," as of July 1, 1964: 18,234,000.

[11] *CTA Journal* (May 1965), p. 5.

SECTION I

CONTINUING EDUCATION PROGRAMS IN CALIFORNIA

Today [March 1965] California has some 789,000 students in higher education and is first among the States in the number of students enrolled in colleges and universities. New York, which has about the same population, has 537,000. In the percentage of high school students who go to college California is close to the top.[1]

ACCOUNTING SYSTEMS AND PROCEDURES

In order to cope with such numbers of students as indicated above, the Coordinating Council for Higher Education adopted the following recommendations on June 25, 1963:

State Colleges

1. In view of the character, organization, and stated objectives of State Colleges extension programs, such programs be supported by student fees.

2. The State Colleges immediately institute comprehensive, uniform accounting systems and procedures on all campuses to determine direct and indirect costs of all extension operations to insure that all costs attributable to extension are charged against the extension budgets.

3. Every effort be made to assure that the accounting and procedures of the State Colleges' Extension Services and the University Extension are as directly comparable as possible, and that both provide the data needed for analysis to the State Committee on Continuing Education.

University of California

1. In view of the scope, purpose and role of University Extension, State support should be accorded to University Extension for those functions directly related to maintenance of the unique statewide character of Extension programs. Costs to be borne by the State should bear a relationship to the overall Extension budget substantially similar to that obtaining in the 1962–63 Budget. The balance of costs not supported by the State shall be supported through fees charged students.

2. University Extension immediately institute comprehensive, uniform accounting systems and procedures to determine direct and indirect costs of all Extension operations to insure that all costs attributable to Extension are charged to the statewide Extension Budget.

3. Every effort be made to assure that the accounting systems and procedures of University Extension and the State Colleges' Extension Services are as directly comparable as possible, and that both provide the data needed for analysis to the State Committee on Continuation Education.[2]

Despite the fact that the foregoing recommendations were made more than two years ago, data on the extent of offerings and student enrollments are still difficult to compare among the continuing education programs of the California State Colleges, Junior Colleges and University of California Extension because of differences in accounting systems, definitions and record-keeping practices. Effective coordination of continuing education programs among the segments of public higher education in California can be accomplished only when accounting systems and practices are made as comparable as possible.

In January 1965 the Dean of University of California Extension reported that he had initiated correspondence with the Chancellor's Office of the California State Colleges suggesting that the two systems discuss progress made in developing comparable accounting systems and procedures.[3] These discussions should move forward as rapidly as possible so that studies of continuing education in California will not suffer from the lack of statistical information. Studies by the Coordinating Council can contribute to cooperative planning only if more uniform record-keeping, reporting and accounting procedures are adopted both within and among the segments. This uniformity should take place within terms of the Council recommendations. Recent conversion of the accounts of the California State Colleges to a nationally recognized system should contribute to this goal.

The need for such uniformity can be judged from the great amount of data discussed in the balance of this section.

UNIVERSITY OF CALIFORNIA EXTENSION

Extent of Offerings

The following figures[4] not only present the breadth and growth of University of California Extension, but also dramatically present the need for uniformity of record-keeping procedures, discussed above, if California is to have a coordinated effort in the field of continuing education.

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[1] Governor Brown, *loc. cit.*

[2] Appendix I.

[3] Minutes of the State Committee on Continuing Education, January 28, 1965, p. 5.

[4] Source of data in this section is the University of California Extension.

In 1963–64 University Extension mounted a total of 5,942 credit and non-credit programs[5] for its more than 111,000 students. Of this number, there were 4,206 credit programs and 1,736 non-credit programs. This aggregate was made up of 3,620 credit classes, 851 non-credit classes, 307 credit short classes,[6] 201 non-credit short classes, 48 credit conferences, 410 non-credit conferences, 230 correspondence courses for credit, 115 correspondence courses without credit, 145 non-credit discussion groups, 1 special program for credit, and 14 special programs without credit. Of the total number of programs earned, 71% were offered for credit, and 29% were non-credit courses.

The number of programs in University Extension has been increasing steadily: 4,772 in 1961–62 and 5,103 in 1962–63. The 1963–64 total represents a 16.6% increase over the previous year. A 4% increase occurred in Extension's northern area and a 23.4% increase in its southern area.

Total University Extension registration[7] figures for 1963–64 were 114,947 in classes, 25,705 in short classes, 56,415 in conferences, 21,103 in correspondence courses, 6,288 in discussion groups, and 1,478 in special programs. Total credit and non-credit registrations were 225,936. Credit registrations amounted to 52% of the total, and non-credit registrations were 48%. Registration figures for 1961–62 were 184,223 and 193,875 for 1962–63. Statewide registrations in 1963–64 were 16.5% more than those in the preceding year. The largest increase occurred in the southern area, with a 16.9% increase over 1962–63 as compared with a 3.8% increase in the northern area.

As these figures in University Extension have grown larger year by year, the question of maintenance of standards inevitably has been raised. Nevertheless, the University has geared all of its resources to ensure that standards remain high. President Clark Kerr recently said that "it has long been believed that academic distinction is enhanced by small size and endangered by rapid expansion. Sheer necessity has forced the University to challenge that ancient belief."[8]

Another way to express this "rapid expansion" is by annual enrollment F.T.E.,[9] which in University Extension in 1963-64 totaled 10,025 in classes, 1,187 in short classes, 1,492 in conferences, 1,584 in correspondence courses, 214 in discussion groups, 48 in special programs, with a total of 14,550 annual enrollment F.T.E.

A larger percentage of statewide discontinuance of programs[10] is noted in 1963–64: 12.1% compared with 11.8% in 1962–63. In 1961–62, 13.7% had been discontinued. The largest percentage (13.4%) occurred in the northern area, compared with 11.8% in the southern area for 1963–64.

The average class size[11] for all University Extension programs in 1963–64 was 38, identical to the figure for 1962–63, although slightly less than the 38.6 for 1961–62. Credit programs are almost always smaller in University Extension (average of 26.4) than noncredit programs (61.5). Classes are among the smallest in size (25.7), short classes and lecture-discussions twice as large (50.6 and 52.5), correspondence and special programs still larger (61.2 and 70.5), and conferences the largest (123.1), and of these the non-credit-conference average is 130.5.

A total of 1,827 graduate-professional classes was offered in 1963–64, by far the largest group, with 51,126 registrations and an average class size of 28. Far more upper division classes (1,350) were offered than lower division classes (443), with average class sizes of 22.2 and 27.5, respectively.

Most of the 1963–64 registrations in correspondence (21,103) were in university-level subjects as compared with 5,338 registrations in high school level subjects. Predominant university-level subjects were business administration, education, engineering, English, history, languages, mathematics and psychology. The largest level registrations were in English and mathematics.[12]

The extent of continuing education programs by all segments throughout the state has contributed enormously to the creation of an environment in which men and women who recognize the need for self-renewal may find the means to do so. University Extension in particular has proved John Gardner's point that ". . . we know that men and women need not fall into a stupor of mind and spirit by the time they are middle-aged. They need not relinquish as early as they do the resilience of youth and the capacity to learn and grow. Self-renewal is possible."[13] Renewal, of course depends upon the availability of means and resources; fortunately, California's means and resources are substantial.

President Gardner's observation is particularly relevant to University Extension's consistent offering of unique programs. Extension continues to offer bold and forward-looking experimental programs in many fields. A very few examples are such courses as a program in "Lunar Missions" by University Extension at Los Angeles, a course in "Space Age Needs in Nursing" by University Extension at San Francisco and a seminar in "Science, Society and the Individual," offered by University Extension at Santa Barbara.

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[5] "Program" includes all classifications of classes, conferences, correspondence courses and other offerings.

[6] A "short course" is one conducted over a period of less than nine weeks in the regular semester and four weeks in the summer sessions.

[7] One enrollment in an Extension program. Registrations refer only to the number of enrollments; they do not refer to the individual persons.

[8] *Values and Vision: A Report of Six Years of University Growth, 1958–1964*, p. 1.

[9] Enrollment F.T.E. (Full-Time Equivalent) refers to the number of units or hours of instruction that a full-time student would receive in any given period. An annual enrollment F.T.E. is 30 units or 450 hours of instruction; a semester enrollment F.T.E. is 15 units or 225 hours of instruction. Ten enrollments in a 3-unit class or in a class of 45 hours constitute one annual enrollment F.T.E.

[10] Courses offered that were discontinued because of insufficient registrations.

[11] The mean number of registrations in carried programs.

[12] See Appendix B for "University Extension Registrations throughout the State, 1963–64."

[13] *Self-Renewal: The Individual and the Innovative Society* (New York: Harper and Row, 1964), p. xv.

Other examples of unique University Extension programs are a seminar on "Government Research in the areas of Atomic Energy" held at the University Extension Center in San Francisco by Engineering Extension and the College of Engineering, Berkeley; "The Critical Moment—A Hard Look at the Humanities" by the Los Angeles Extension Department of Arts and Humanities in cooperation with the University of California, Los Angeles Graduate Division; and "Psychiatry for Non-Psychiatrists" by Continuing Education in Medicine, Los Angeles Extension and the University of California, Los Angeles School of Medicine.[14]

Along with a continued emphasis upon unique offerings, University Extension in 1963–64 made a shift in programming from major emphasis on degree credit offerings to professional and postgraduate courses. This shift is illustrated in the rapid development of certificate programs which encourage the student to pursue a planned series of courses over a period of years instead of free-lancing among a collection of unrelated offerings.

These specialized programs leading to certificates have grown each year. In 1963–64 Berkeley Extension issued 248 certificates, including 96 in social services, 86 in real estate and 35 in public administration. Eighty-one sequential Extension programs, such as Business Management for Technical Personnel, Core Curriculum Program for State Correctional Institution Employees, and Residential Child Care Programs, were added by Berkeley. Davis Extension offered a Study Program in Park and Recreation Administration for certificate. Los Angeles Extension offered twelve certificate programs in 1963–64 and awarded 1,709 certificates. Riverside and Santa Barbara Extension also participated in similar programs.

Although shifting into greater emphasis upon certificate programs, University Extension has not neglected its traditional role as a leader in audio-visual communications. This role is in keeping with the Coordinating Council's recommendation on December 19, 1962:

> University of California Extension should continue to be the exclusive agency for the offering of correspondence courses and for the sale and rental of educational films.[15]

In 1963–64 University Extension sold 901 educational films in California, in other states and in other countries. Film rentals, totaling 19,596, were made to all levels of education, including private schools, community organizations, business, industry, labor and government. These films were shown to an estimated 4,027,000 viewers. Among the most frequent users of this service were high schools (507,600 viewers), 1,692 rentals; school systems (1,359,600 viewers), 6,798 rentals; and colleges (1,879,200 viewers), 6,264 rentals.

Current projections for University Extension indicate an enrollment of 335,000 by 1975 as compared with 226,000 in 1963–64, and a budget of some $24 million, as compared with $10.25 million in 1963:

> Much of this growth will occur in postgraduate and professional programs. For example, it is estimated that registrations by practicing lawyers in our Continuing Education of the Bar program (now enrolling one in three lawyers in California) will increase in the same proportion as the number of lawyers, from approximately 25,000 in 1964 to 39,000 in 1975.[16]

On the basis of growth trends cited above, in the next five years University Extension will probably enroll, for example, about 6,000 students annually in regular classes, institutes, workshops and short courses in the Sacramento area. This growth will occur chiefly in the fields of liberal arts and sciences and in continuing education for professional people, such as engineers, public administrators, businessmen, realtors, lawyers, physicians, educators and social workers. There is a strong demand for courses of this character from industry and various local, State and federal agencies. The estimated enrollment could reach 8,000 to 9,000 a year if graduate degree credit courses are offered, and a permanent center to handle this program is in the long range plans of the University of California. Such a center will need the approval of the Coordinating Council.

Exclusive of audio-visual communication services, University Extension programs are offered in more than 230 locations throughout the state. Out of 225,936 University Extension registrations in 1963–64, 130,236 (57%) took place in the southern area, and 46,372 (43%) in the northern area.

Characteristics of Students

In 1963–64, a total of 111,009 students were enrolled in University Extension programs throughout the state, including correspondence courses. Of these, 69,244 (62%) were men, and 41,765 (38%) were women. Exclusive of correspondence courses, 92,496 students attended classes and programs. Of these students, 55,047 had never before attended a University Extension program. Most of the men students (43,149) were enrolled in credit classes and were required to apply for admission as described in the following section.

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[14] *President's Report to the Regents* (April 23, 1965), pp. 9, 15 and 25.

[15] Appendix I.

[16] Paul Sheats, *op. cit.*, p. 52.

Admission and Administration

All students applying for admission in University Extension credit courses are required to provide signed statements indicating educational level attained and satisfaction of any stated prerequisites. In addition, students applying for admission in undergraduate courses must have successfully completed one year of college work for enrollment in lower division courses and two years of college work for enrollment in upper division courses. However, a student 21 years of age or older may be admitted to Extension courses without meeting these requirements if the instructor considers the student to be qualified by reason of special attainments, such as senior high school record or special competence in a particular subject matter area.

In regard to the crediting of academic work taken in Extension in the University of California, the University accepts a maximum of 100 semester units toward the bachelor's degree. The last 24 units needed for the degree must be taken in residence. The amount of Extension credit applicable toward the master's degree varies among the different colleges and schools of the University.

During the past year recent changes have occurred in the administration of University of California Extension. These changes were made, in part, to carry out the recommendations of the Council. The following excerpts from the *Administrative Policies Governing University of California Extension* were forwarded to the State Committee on Continuing Education:

> The reorganization outlined below will encourage increased innovation of programs and better utilization of resources at the campus level, while at the same time maximizing the usefullness of University Extension to the statewide University. The plan eliminates the area structure of University Extension which no longer conforms to the reorganized Academic Senate. It facilitates more effective use of the University's resources in statewide programs appropriate to the University's functions. It is flexible; additional units may readily be added as new campuses develop.
>
> 1. The University of California Extension is a statewide unit of the University responsible for the continuing education of adults. All programs under its auspices, whether organized on one of the campuses or on the statewide level shall carry a statewide designation, for example:
>
>   The University of California Extension, Santa Barbara; the University of California Extension, Continuing Education of the Bar.
> 2. There will be a statewide Extension budget and the Dean of the University Extension shall have line control over the budgets of the Extension offices on each of the campuses.
> 3. The Dean of University Extension shall be responsible for the performance of Extension officers within the framework of Extension policies. Appropriate criteria shall be established by the Dean for evaluating the performance of both statewide and campus Extension officers, and there will be periodic review of this performance by committees appointed for this purpose. Extension directors on the campuses shall serve in a line relationship to the Dean of University Extension; they shall also have a staff relationship to the Chief Campus Officers.
> 4. There is to be no decentralization of Extension administration below the campus level, e.g., to professional schools and colleges.
> 5. Extension directors on smaller campuses which do not yet have the full range of academic departments and professional schools may draw upon other campuses for the approval of certain courses and instructors.
> 6. The existing Extension offices at Berkeley, Davis, Los Angeles, Riverside, San Francisco, and Santa Barbara will be strengthened as necessary for servicing their areas. If desired by the respective Chief Campus Officers, University Extension offices will be established on the Irvine, San Diego and Santa Cruz campuses, each to be headed as soon as feasible by an Extension director.
>
>   There will be a transitional period for the Santa Cruz, San Diego, and Irvine campuses while faculty resources and physical facilities are being expanded. During this period, the Director of University Extension at UCLA will have responsibility in consultation with the appropriate Chief Campus Officer for programs in the Irvine and San Diego areas. The Director of University Extension at Berkeley will have similar interim responsibilities for programs at Santa Cruz.
> 7. University Extension will accept the challenge of becoming a more effective instrument for intercampus participation in the initiation and implementation of statewide educational programs. Six to eight statewide programs each year, focusing upon major problems of central public concern, will serve both to strengthen the public service image of the statewide University and to highlight "the unique statewide character of University Extension," which, according to the Coordinating Council for Higher Education, provides the rationale for its State support.

> The recommendation of priorities on the wide range of programs to be considered for statewide development shall be the function of a Program Committee appointed by the Dean. This Committee, chaired by the Associate Dean —Program Development, will be representative of various Extension program departments and campus offices, and its recommendations will aid in determining the educational tasks and programs to be undertaken in any given year.
>
> The Committee will base its program recommendations on such factors as public need, timeliness, potential impact, and appropriateness to the University. Each project recommended by the Program Committee and approved by the Dean will be assigned to a task force composed of appropriate Extension specialists and faculty members drawn from various campuses. One member of each task force shall be assigned the role of project coordinator.
>
> State support funds shall be used to underwrite both developmental costs of such programs and any deficits incurred by the various campus offices in sponsoring them.[17]

The foregoing description of the administration of University Extension encompasses a number of administrators as well as instructors. The total number of individuals, other than students, who participated in 1963–64 University Extension programs, is as follows:

Administrative Officers	10
Assistants to Administrative Officers	56
Teaching Staff	4,040
Speakers	3,000
Correspondence Readers	329
Total	7,435

Extension Faculty Salaries

This teaching staff of 4,040 is composed primarily of part-time instructors. For part-time, off-campus faculty who are not regular University of California faculty members, the formula for pay is $10 per student contact hour. For regular University faculty who teach an Extension class as an extra workload, the formula for pay is $12.50 per student contact hour. In addition, a University Extension teacher who travels considerable distance to meet his class may also receive mileage reimbursement.

Part-time University Extension faculty, however, are not entitled to any of the regular faculty fringe benefits. Their contracts are for term to term. Moreover, there are no ranks among Extension faculty; they are all called "Extension teachers." (The foregoing formulas do not apply to University of California Agriculture Extension, which operates as a separate division.)

STATE COLLEGE EXTENSION

Extent of Offerings

Extension enrollments for the California State Colleges in 1963–64 were 45,600. Detailed statewide data for the California State Colleges extension services are not available for 1963–64. However, the following estimated data for individual State Colleges are offered as examples of the types and number of courses offered in the spring of 1964.

Los Angeles. California State College at Los Angeles estimated 70 offerings, of which 20 were courses specifically requested by single school districts, firms or agencies primarily for their own employees. Approximately 35% of the courses were offered in education, 18% in the social sciences, and the remainder in other divisions. Approximately 85% of the enrollees were public school teachers.

Sacramento. Sacramento State College estimated approximately 70 courses, total enrollment about 2,800, total student units about 5,750, with an average class size of 30. Regular members of the faculty taught 70% of the courses. Approximately 10% of the classes were in lower division, almost exclusively in Spanish for teachers and in police science.

San Francisco. San Francisco State College processed over 3,000 registrations and held 85 courses in the San Francisco Extension Center. The Off-Campus Field Services Program, consisting of courses offered within the service area of the college to meet the inservice needs of public school teachers, encompassed some 2,000 registrations. Over 120 courses were offered in the total extension program, employing approximately 120 instructors.

San Jose. San Jose State College enrolled over 3,600 students, with a total number of 8,000 student units. One hundred and thirteen classes were held: Santa Clara County, 66; Monterey County, 15; Santa Cruz County, 6; San Mateo County, 10; San Benito County, 1; plus 15 miscellaneous classes. The largest percentage of courses (22.8%) was in education; 12.7% in mathematics; 10.9% in science education; 10.9% in foreign languages; 5.6% in art; and 37.1% in other departments. Most extension courses were intended for elementary school teachers holding bachelor's degrees. Resident faculty members taught about 55% of the courses.

Most of the State College offerings, as indicated by fall 1964 announcements, were upper division courses, primarily in the area of teacher education. In some colleges, State College foundations were used to finance and mount short courses, workshops, conferences and institutes, most of which were non-credit programs. Detailed information on the number, location and enrollments of these courses was not available on a statewide basis. Long Beach State College and California State Polytechnic College do not offer extension programs.

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[17] Issued by President Clark Kerr, March 16, 1964.

Location of Classes

State College extension courses were offered in some 200 locations throughout the state in the fall of 1964 as indicated by announcements from the individual colleges; again, statewide figures were not available. Examination of representative offerings indicates that few programs were offered beyond the immediate area of population centers. San Francisco State College operates the only Extension Center, which offers extensive and varied programs. Fresno State College operates an off-campus center in Bakersfield, and San Diego State College operates the Imperial Valley off-campus center at El Centro.

Characteristics of Students

Data were not available on characteristics of students in State College extension programs. Figures on the percentage of new students and average age of those enrolled in extension courses may be compiled at a later date in the Chancellor's office.

Admission and Administration

Although prerequisites are necessary for enrollment in some courses, particularly for degree programs, there are no formal admission requirements for State College extension. Counseling is not required; however, students pursuing degree programs are encouraged to discuss their objectives and plans with college advisors. State Colleges will accept 24 extension semester units toward a bachelor's degree and six units toward a master's degree. Few programs other than education for teacher credentials are broad enough in State College extension to permit students to pursue an organized program.

One reason for the lack of statewide data on State College extension service is that a Statewide Office of Extension has operated only a short while. With minimal staff and time, the Statewide Dean provides coordination of State College policies and provides a central statewide office concerned with extension communication. However, extensive data collection under the present arrangement has been difficult. Administration of State College extension services is decentralized; primary responsibility for extension operations rests with the Dean of Educational Services on each campus.

Tuition Fees

As of September 1, 1965, the following student fees for extension courses will be in effect:

	Per Semester Unit	*Per Quarter Unit*
Lecture and Discussion Courses	$13	$8.75
Activity Courses	17	11.50
Science Laboratory Courses	26	17.25

Faculty Salaries

The Board of Trustees of the California State Colleges have adopted a new schedule of extension faculty salaries which went into effect on September 1, 1965. Salaries are based on the rank of the instructor, type of instruction, and number of units, as shown in Table 2.

Table 2

Faculty Salaries

	Range A		Range B		Range C	
	Lecture or Discussion Course		Activity Course		Science Laboratory Course	
	Per Semester Unit	Per Quarter Unit	Per Semester Unit	Per Quarter Unit	Per Semester Unit	Per Quarter Unit
Professor and Associate Professor	$275	$183.33	$357.50	$238.33	$412.50	$275.00
Assistant Professor and Instructor	$215	$143.33	$279.50	$186.33	$322.50	$215.00

JUNIOR COLLEGE CONTINUING EDUCATION

Extent of Offerings

In the fall semester of 1964–65 classes in California public Junior Colleges were attended by 473,501 students. Of all the enrollments, 411,338, or 87%, were in 13th and 14th year graded classes, and 62,163 were in ungraded classes (i.e., classes for adults). Tables 3 and 4 show the number of students enrollments in both graded and ungraded classes. There was an overall 9% increase, with full-time student enrollments increasing by 19%.[18]

A total of 221,846 (54%) of the graded enrollments were in day, graded classes, and 189,492 were in extended day graded classes. Full-time students in the day, graded classes were 150,452 and in the extended day classes 1,949. Enrollments in graded classes increased by 12% over fall 1963.

Table 3

Junior College Students in Graded Classes
Fall 1964

Student Grade Classification	Full-time	Part-time			Total
		Defined Adults	Others	Total	
Freshmen	114,492	111,887	69,719	181,606	296,098
Sophomores	36,460	38,311	17,891	56,202	92,662
All Others	1,449	19,015	2,114	21,129	22,578
Total	152,401	169,213	89,724	258,937	411,338

Enrollments in ungraded classes (i.e., classes for adults) totaled 62,163. This figure was a decline of 7% from the previous year. Of these enrollments, 979 students were taking 12 or more class hours; only 299 students were in day classes.

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[18] The source of Junior College data in this section is the State Department of Education.

Table 4
Junior College Students in Ungraded Classes (Classes for Adults) Fall 1964

Student Classification	Full-time	Part-time			Total
		Defined Adults	Other	Total	
Minors	269	--	4,739	4,739	5,008
Adults	710	--	1,335	1,335	2,045
Defined Adults	--	55,110	--	55,110	55,110
Total	979	55,110	6,074	61,184	62,163

Freshman students, both full-time and part-time, continue to represent the largest percentage of all enrollments in graded classes. Of the 411,338 graded class enrollments, 296,098 (72%) were freshmen, 92,662 (23%) sophomores, and 22,578 (5%) all others. Day classes enrolled 113,290 freshmen, 35,793 sophomores, and 1,369 all others (see Table 5). It is noteworthy that the Los Angeles City Junior College District has some 23% of the entire Junior College student population in California.

TABLE 5
Junior College Students in Day Graded Classes [1]
Fall 1964

Student Grade Classification	*Full-time*	*Percentage of Full-time*	*Part-time*			*Total*
			Defined Adults	*Other*	*Total*	
Freshmen	113,290	75%	12,298	39,287	51,585	164,875
Sophomores	35,793	24	5,692	11,433	17,125	52,918
30, but fewer than 60 units	32,751	22	4,249	9,929	14,178	46,929
60 or more units	3,042	2	1,443	1,504	2,947	5,989
All Others	1,369	1	1,706	978	2,684	4,053
Associate degree only	1,065	0.8	818	732	1,550	2,615
Baccalaureate degree or higher	304	0.2	888	246	1,134	1,438
Total	150,452	100	19,696	51,698	71,394	221,846

[1] See Appendices G and H for Junior College enrollments of graded and ungraded classes (adults) for the fall semester of 1963–64.

The growth of Junior Colleges in the next decade is geared to the number of high school graduates estimated. In 1962–63 California high schools graduated 172,750 students; 11,571 of these students had attended evening high schools. Table 6 shows that 1966 and 1974 are likely to be "bulge" years.

TABLE 6
Projected Increase in Number of High School Graduates

Year	Number of Graduates	Increase in Graduates over Previous Year	
		Number	Percentage
1962[1]	167,089	6,603	4.1%
1963[1]	172,750	5,661	3.4
1964	209,125	36,375	21.1
1965	226,600	17,475	8.4
1966	240,625	14,025	6.2
1967	247,800	7,175	3.0
1968	250,870	3,070	1.2
1969	262,050	11,180	4.5
1970	275,425	13,375	5.1
1971	287,200	11,775	4.3
1972	299,825	12,625	4.4
1973	305,000	5,175	1.7
1974	322,425	17,425	5.7
1975	334,100	11,675	3.6

SOURCE: State Department of Education.

[1] Actual figures, figures for 1964–75 are projected by the Department of Finance.

The Department of Finance has projected an enrollment of 300,450 full-time students for 1980, an increase of 135% over 1963. The reported and projected Junior College full-time enrollments are as follows:

1961	112,636	1971	226,350
1962	121,283	1972	237,525
1963	128,221	1973	242,300
1964	152,401	1974	256,875
1965	172,150	1975	267,100
1966	184,500	1976	274,875
1967	191,350	1977	282,650
1968	195,125	1978	290,325
1969	204,625	1979	295,450
1970	216,200	1980	300,450

The State Department of Education reports that the total number of graded students who will be enrolled in both day and evening courses in California's public Junior Colleges in 1980 has been estimated conservatively at 915,000. Graded day enrollments for five-year intervals are projected by the Department of Finance as follows: 1965, 262,900; 1970, 329,750; 1975, 407,400; and 1980, 457,350. Thus, the increase in graded, day enrollments from 1963 to 1980 will be approximately 139%.

By 1975 approximately one million students may be enrolled in Junior Colleges. The growth expected in Junior College enrollments is summarized by the State Department of Education as follows:

1. In the 1962–1975 period, the percentage of increase in high school graduates will be highest for the years 1966 and 1974.
2. Full-time student enrollments in California's public Junior Colleges in 1980 are projected to 135% above the 1963 enrollments.

3. Total graded enrollments in Junior Colleges will approximate 915,000 to 1,000,000 by 1980.
4. Projected graded day Junior College enrollments are expected to increase in the 1963–1980 span by 139%.

Location of Classes

Continuing education is offered by all Junior Colleges throughout the state. Most courses are graded and are designed to meet schedules and needs of part-time students. Approval of the State Department of Education and the State Board of Education is required for classes which do not meet within the Junior College district.

Characteristics of Students

Although most students in Junior College continuing education classes are enrolled on a part-time basis, little information is available regarding their age groups, educational backgrounds, occupations or objectives. A study on part-time students is under way by the Council to provide needed data and to examine trends.

Admission and Administration

Any student who has graduated from high school and whose legal residence is in California must be admitted to a public Junior College. Persons who are over 18 years of age and do not have the equivalent of a high school diploma may be admitted if a determination is made that they can profit from the instruction. A full-time student is one who carries 12 or more credit hours a semester, and a part-time student carries fewer than 12 credit hours a semester.

In 1964–65 there were 75 public Junior Colleges operating in California. Each Junior College is maintained, administered and controlled by a district governing board. Minimum standards for the establishment, operation, and administration of public Junior Colleges are prescribed by statutes of California and by regulations established by the State Board of Education. These minimum standards are enforced by the State Superintendent of Public Instruction, who is the Director of Education and the Executive Officer and Secretary of the State Board of Education.[19] New Junior College districts are approved by the State Board of Education in light of recommendations of the State Department of Education, Coordinating Council for Higher Education and county committees on school district organization.

Most Junior Colleges continue to levy no tuition fee for courses in adult education. Exclusive of evening Junior Colleges, only 35 Junior Colleges charged fees either by the course or by the term as of October 1964. Twenty-nine evening high schools and evening Junior Colleges charged no tuition fees. Thirteen levied fees of $1.00 to $2.00, and 29 levied fees of $3.00 to $4.00 per course. Only one school levied a fee of more than $5.00 per course. Twenty-nine schools charged $1.00 to $2.00, 16 charged $2.00 to $3.00, and 4 charged more than $5.00 per term.

Faculty Salaries

Of 65 Junior College districts, 32, or 49%, used an hourly basis, but which was not part of a schedule. The remaining districts used other bases, such as percentages of the annual salary and contract fee.

Hourly rates for 32 districts ranged from $5.50 to $9.45 in 1964 (Table 7). For the previous year, the range was from $4.50 to $9.00 for 29 districts. The mean rate for the fall of 1964 was $6.58 and for the previous year almost $6.00. This year's rate was more than a 9% increase.

TABLE 7

Junior College Evening Class Faculty Salaries [a]

Amount Paid per Hour	*Number of Districts*
$9.45	1
9.06	1
7.50	2
7.00	5
6.50	5
6.25	1
6.00	3
5.80	1
5.78	1
5.67	1
5.50	4

SOURCE: State Department of Education.

[a] Seven districts employed hourly pay schedules. Since payments varied, amounts are not included in Table 7. Different rates were paid for lecture, lecture-laboratory and laboratory-type classes.

These same differentiations were also made by 27 of the districts maintaining Junior Colleges in their hourly salary schedules for paying teachers of evening classes as for paying teachers of summer session classes. These differentiations were by class activity, type of degree or credential held, and teaching experience factor or salary schedule step.

HIGH SCHOOL ADULT EDUCATION PROGRAMS

On October 31, 1964, there were 17,724 classes for adults in California. Table 8 shows distribution of enrollments in day high school [20] classes, and in separate evening adult high school and Junior College classes.

There has been no increase since 1960 in the number of schools that collect tuition fees. The median fee for adult schools that do collect fees on a per course basis is $3.00. On a per term basis the fee is approximately $2.00. However, most day high schools (88) continue to levy no tuition fee per course, and 91 levy no tuition fee per term.

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[19] *A Guide for California Public Junior Colleges 1963–1964* (June 1964), p. 1.

[20] Certainly high school adult education also has its share of innovations and experiments. Abram Friedman points out in *California Education* (May 1965), p. 5, that the Adult Education Office of the Los Angeles Unified School District offers such diverse programs as televised programs over KABC and KMEX, a programmed learning center, education classes for deaf adults and other experimental classes in Swahili and Serbo-Croatian. Other high school districts across the state also administer unique and innovative adult education programs.

TABLE 8

Distribution of Adult Education Enrollments in Day High Schools and Separate Evening Adult High School and Junior College Classes as of October 1964

Subject Field	*Day High Schools*	*Separate Evening Adult High School and Junior College classes*
Elementary subjects	113	9,923
English	2,043	36,023
Foreign languages	2,142	24,133
Mathematics	1,154	23,707
Sciences	277	7,733
Social sciences	1,637	34,969
Americanization	1,750	42,201
Business education	4,401	71,490
Fine arts	2,375	31,996
Homemaking	3,219	40,829
Parent education	1,430	19,719
Industrial education and agriculture	3,612	44,739
Civic education and special fields	1,227	21,899
Crafts	1,171	20,380
Health and physical education	1,054	8,989
Forum and lecture series	376	17,945
Total	27,981	456,675

SOURCE: State Department of Education.

CONCLUSIONS

Accounting Systems and Procedures

A more uniform record-keeping, reporting and accounting procedure is yet to be achieved between the University of California Extension and the California State Colleges extension services. Coordination of continuing education in California will not be effective until a degree of uniformity is accomplished. Complete uniformity is neither necessary nor desirable, and the need and value of variations are recognized. However, if data on students, classes and curricula are to be adequately compared, some uniformity in accounting practices, record-keeping procedures and definitions must be accomplished.

University of California Extension

1. After offering almost 6,000 credit and non-credit classes and programs in 1963–64 (more than a 16% increase over the previous year) with more than 225,000 registrations, University Extension must plan for an enrollment of approximately 335,000 by 1975. This growth will occur primarily in postgraduate and professional programs.

2. The unique, professional and experimental programs mounted each year by University Extension are a great source of high quality continuing education in California today. The previous year illustrates the shift in programming in University Extension from major emphasis on degree credit offerings to professional and postgraduate courses. One result of this shift is the rapid development of certificate programs.

3. University Extension should submit an annual Extension report to the State Committee, including the extent and character of offerings, location of classes, enrollments, admission and administration data and budgetary receipts and expenditures.

State College Extension

1. Most State College extension offerings are geared toward teacher education. The State Colleges continue to offer outstanding extension services for the education, improvement and training of teachers. Continued effort should be made to provide extension services in outlying areas where needed.

2. The California State Colleges should submit an annual extension report to the State Committee, including delineation of service areas, extent and character of offerings, location of classes, enrollments, admission and administration data and budgetary receipts and expenditures.

Junior Colleges

1. Junior Colleges provide a major contribution to higher education in California by supplying the bulk of continuing education for adults in California. Moreover, growth trends indicate that this role of the Junior Colleges will continue to loom large.

2. The State Department of Education should submit an annual continuing education report on the public Junior Colleges to the State Committee, including data on extent and character of course offerings, location of classes, enrollments and administration data.

RECOMMENDATIONS OF THE STATE COMMITTEE ON CONTINUING EDUCATION

1. With regard to accounting systems and procedures, the State Committee on Continuing Education recommends that:

The Coordinating Council for Higher Education reemphasize to the California State Colleges and the University of California the necessity of instituting uniform accounting systems for their extension services and devising their extension accounting systems and procedures as nearly comparable between the two segments as possible, and

Representatives of the University of California Extension and of the California State Colleges extension services meet to determine the best means to implement this recommendation and report their findings to the State Committee on Continuing Education by January 1966.

2. With regard to collection of data, the State Committee on Continuing Education recommends that:

The Coordinating Council for Higher Education request the University of California, the California State Colleges and the State Board of Education for the public Junior Colleges to submit annual extension and continuing education reports, including the extent and character of offerings, location of classes, enrollments, admission and administration data, budgetary receipts and expenditures, and to submit these reports annually to the State Com-

mittee on Continuing Education on April 1, commencing in 1966; and that

The Coordinating Council for Higher Education request the University of California, the California State Colleges and the State Board of Education for the public Junior Colleges to study characteristics of students enrolled in extension and continuing education programs, and that these segments of public higher education in California be provided with adequate resources to conduct such studies.[21]

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[21] See pp. xi–xii for the resolution as adopted by the Coordinating Council on September 28, 1965.

SECTION II

DELINEATION OF FUNCTIONS IN CONTINUING EDUCATION

As the figures in Section I demonstrate, all segments of higher education must be prepared to expand continuing education programs. As this expansion occurs, care must be taken to ensure that the "unfortunate and disturbing competition"[1] described by the Legislature is held in check. Although all competition is not necessarily harmful (indeed, some competition is healthy), unwarranted competition and needless duplication are wasteful of the State's educational resources.

The Council has a continuing concern that educational opportunities for adults are available, economical and allocated among the segments. Where competition may exist between University Extension and the State Colleges, or between Junior Colleges and high school adult education programs, functions must be clearly delineated so that each segment has no doubts about its area of responsibility in offering continuing education.

One of the methods devised by the Council to implement proper allocation is to require the State Committee on Continuing Education to review the segments' plans for courses to be offered in subsequent academic years. Course offerings for both the University and the State Colleges were approved during the past year. As more regional committees are formed and assume review of course offerings in their areas, annual review by the State Committee may not be necessary.

CONCERNS OF THE STATE COMMITTEE

Review of Credit Courses

In order to ensure proper delineation of functions and coordination of credit offerings of University Extension and the State College extension services, the Council prescribed the following duties for the State Committee on Continuing Education:

> So that continuing education credit offerings may be coordinated, University Extension and the State College extension services shall submit, in advance, to the State Committee the credit offerings contemplated off their campuses. The State Committee shall determine the precise dates in the spring and fall when such information shall be submitted. Furthermore, the State Committee shall distribute relevant information collected to the appropriate local committees.[2]

At the request of the State Committee that the State Colleges and University Extension submit all off-campus credit extension course offerings, known and planned offerings have been forwarded as of December 1st and August 1st of each year, with the understanding that additional courses or changes could be made following that date.

Review of credit courses offered in extension by the State Colleges and the University was directed toward discovering what the State Committee might contribute from its advance examination of proposed offerings. Two general areas of concern were noted: first, to ensure that principles and practices recommended in the Council's report *Continuing Education Programs in California Higher Education* (1963) are used; and second, to explore the extent to which the needs for credit courses for adults in California are being met.

In respect to the first area of concern, the following principles and procedures spelled out in the 1963 Council report are appropriate:

> Every offering of an institution of higher education to meet the needs of adults should reflect the strengths and capabilities of that particular institution.
>
> Every continuing education program should be thoroughly integrated with the appropriate instructional department of the campus involved.
>
> State College extension services should not offer lower division courses off their campuses except in exceptional situations authorized by the State Committee on Continuing Education.
>
> State College extension services should offer as needed off their campuses credit and non-credit upper division courses; and graduate credit courses designed primarily for the education, improvement and training of teachers.
>
> Off-campus extension courses should be offered exclusively in the normal geographical area ordinarily served by a particular State College.
>
> University Extension should not offer lower division credit courses off University campuses or extension centers, except in territory not within a Junior College district or within a Junior College district only after authorization by the State Committee on Continuing Education.
>
> University Extension should offer as needed off-campus courses, both credit and non-credit, in upper division, graduate, and post graduate work, with the exception of graduate courses designed primarily for the education, improvement and training of teachers. This latter function is a major responsibility of the State Colleges, and Uni-

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[1] CCHE, *op. cit.*, p. 41.
[2] Appendix I.

> versity Extension should not offer courses in this subject field in the geographical areas normally served by State Colleges without the prior approval of the State Committee on Continuing Education.
>
> Those locations where a full range of extension programs may be offered in accordance with recommendations on delineation of functions are designated as "general extension centers" to distinguish them from other locations wherein several courses are offered.
>
> The San Francisco State College Extension Downtown Center is designated a general extension center for purposes of offering a full range of extension programs; for University Extension, the Hillstreet Extension Center in Los Angeles and the San Francisco Center are likewise designated general extension centers.
>
> Proposals to establish or upgrade any other locations to general extension centers should be studied by the State Committee on Continuing Education and the results of those studies presented to the Coordinating Council for appropriate action.[3]

In respect to the second area of concern, two criteria were used: (1) the extent to which all areas of the state are served and (2) the breadth of the course offerings. All credit course offerings of the University and the State Colleges were surveyed and re-listed by location rather than by subject. At the request of the State Committee, both segments forwarded lists of courses by location. Lower division offerings in the past year were given by State Colleges at Humboldt, Sacramento, Chico, Los Angeles, San Jose, and by University Extension in the San Gabriel Valley, Redwood City and La Jolla. Sacramento and Los Angeles State College courses had been cleared with local Junior College districts, and at Humboldt the local Junior College district was not yet offering classes. The Redwood City class has been canceled, the class in the San Gabriel Valley was outside a Junior College district, and lower division art courses at La Jolla were offered by University Extension with the approval of local Junior College officials. The State Committee, therefore, approved the extension offerings of both segments.

Academic Breadth of Offerings

While credit courses are offered in extension in most areas of the state, including all metropolitan areas, adequacy of academic breadth of offerings is of concern to the State Committee. Thirty-six percent of the credit courses of University Extension and 26% of credit courses of the State College extension services fall outside professional areas. These percentages include health and physical education courses and a number of courses in mathematics which are of special interest to engineers.

Dental Assistants Programs

The University Extension program for dental assistants was established in 1958 and has been in operation since that time, utilizing rented facilities near downtown Los Angeles. The program annually graduates about 300 persons in four classes. This figure may be compared to a total statewide graduating class of 340 for Junior Colleges in 1963, including Junior Colleges of the Los Angeles area, which among themselves accounted for about 200 of the graduates in 1963. The Los Angeles program is the only such program conducted by University Extension.

The program is a concentrated course of six months' duration and is considered to be a technical program not of lower division collegiate calibre. Enrollees pay a single fee of $354 for the program. Curriculum is occupation-oriented and includes training similar to that provided in Junior Colleges.

Of the sixteen dental assistants programs conducted by Junior Colleges in California, six are within the Los Angeles metropolitan area. These programs include the Junior Colleges of Cerritos, Chaffey, Fullerton, Long Beach, Los Angeles and Pasadena. Enrollments in these six programs account for about 50% of the total statewide enrollment in Junior Colleges. Programs presented by Junior Colleges may be either one year (approximately 36 weeks) or two years (72 weeks) in length. The latter program typically includes both specialized courses as well as general collegiate-level courses.

A one-year course is almost exclusively composed of dental assistants courses. At the completion of the program graduates receive a Certificate of Occupational Competency. Two-year programs include similar dental assistants courses with the addition of electives and general education courses. Graduates of this program may receive the associate in arts degree.

For some years Junior College representatives have indicated that the University of California Extension's program was in direct competition with Junior College programs, most particularly that of Los Angeles City College. In April 1963 representatives of University Extension, the Dental Society, the University of California at Los Angeles School of Dentistry and the Junior Colleges first met to consider the phasing out of the University Extension program. A subcommittee, appointed by that group, met on May 22, 1964, to consider the matter further. In discussing development of a long range cooperative plan to implement the philosophy of training as expressed by a total team concept, the following suggestions were made by the subcommittee:

1. Junior Colleges should be encouraged to establish a dental technicians program which in part

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[3] Appendix I.

could be integrated with the education of dentists at the University of California at Los Angeles.

2. Junior Colleges should be encouraged to develop an experimental dental assistants program with the University of California at Los Angeles School of Dentistry.
3. The California State Colleges at Los Angeles and San Fernando should be included in the cooperative programming, particularly as related to the development of a dental hygienists program.
4. The University Extension representative indicated a willingness to begin phasing out the dental assistants program immediately if the Junior Colleges so desired. The Junior College representative, however, did not wish to insist on a premature phase-out of the dental assistants program but indicated that some time schedule should be worked out to which all could agree.

For the last year a committee has been working on the problem of phasing out the dental assistants program, and the Dean of the University of California School of Dentistry is now outlining a plan.

Summary

1. The University of California Extension appears to compete with Junior Colleges for dental assistants students within the same geographic area. The program is clearly exclusively occupational-oriented and makes no pretense at collegiate level education.

2. Two-year Junior College programs provide the dental assistants major with a broadened background. One-year programs make little attempt to move beyond the vocational curriculum.

3. There appear to be adequate employment opportunities for graduates of all programs regardless of length of study or sponsorship.

4. Dental educators see the desirability of integrating portions of the dental assistants program with clinical training of dentists.

5. Basic to any determination as to the appropriateness of level of offerings and programs are the functional delineations of the Donahoe Higher Education Act:

> 22551. The university may provide instruction in the liberal arts and sciences and in the professions, including the teaching profession. The university has exclusive jurisdiction in public higher education over instruction in the profession of law, and over graduate instruction in the professions of medicine, dentistry, veterinary medicine and architecture.
>
> 22651. Public junior colleges shall offer instruction through but not beyond the 14th grade level, which instruction may include, but shall not be limited to, programs in one or more of the following categories: (1) standard collegiate courses for transfer to higher institutions; (2) vocational and technical fields leading to employment; and (3) general or liberal arts courses. Studies in these fields may lead to the associate in arts or associate in science degree.

Conclusions

1. One-year programs such as those for dental assistants presented by Junior Colleges should be reviewed for their service to the student. The teaching of vocational skills at the collegiate level should be augmented with additional offerings to produce the best possible graduate. One-year courses without moderate broadening effect are less than Junior College level.

2. Any major changes should be accomplished only with full realization of their impact upon the students to be served. Convenience of administration or a profession cannot be considered of paramount importance above the student.

3. In any action the shifting of the burden of programs from self-support to public funds must be considered, especially when students at present have a clear choice and in greater numbers choose programs at greater cost to themselves.

4. Encouragement to attend Junior Colleges and to complete two-year courses should come through employers. Preference and additional benefits will encourage completion of the more well-rounded program.

5. University Extension's dental assistants program is not consistent with the intent of the Donahoe Higher Education Act; the Coordinating Council anticipates a solution in the near future along the lines suggested above.

STATE COLLEGES

Strengths and Capabilities

In December of 1964 the California State Colleges provided the State Committee with a program of basic foundation studies. For purposes of program coordination, the State Committee asserted that each State College possesses strength in all foundation areas. In the case of the newly developing State Colleges, some of the approved studies had not yet been established.

The State Colleges also provided the State Committee with lists of strengths and capabilities of each college which will be reflected in its offerings in continuing education. The undergraduate and graduate degree programs authorized as of December 1964 constituted the strengths and capabilities of the individual colleges.

Review of Course Offerings

Review of State College offerings was conducted with the following Coordinating Council recommendations in mind:

1. State College extension services offer as needed lower division, upper division, graduate and non-credit courses on their own campuses or existing extension centers.
2. State College extension services not offer lower division courses off their campuses except in educational situations, authorized by the State Committee on Continuing Education.
3. State College extension services offer as needed off their campuses credit and non-credit upper division courses; and graduate credit courses designed primarily for the education, improvement and training of teachers.
4. Off-campus extension courses be offered exclusively in the normal geographical area ordinarily served by a particular State College. A delineation of State College geographical service areas, particularly in metropolitan complexes, should be developed immediately by the State Colleges and approved by the State Committee on Continuing Education.[4]

Examination disclosed the following findings:

1. Neither Long Beach State College nor California State Polytechnic College offers extension courses.
2. While the State Colleges have not been requested to supply listings of on-campus extension programs, several were reported on the Fresno, Humboldt and Los Angeles campuses. Such offerings have not been apparent before. This limited trend was noted by the State Committee, and the Committee therefore encouraged the State Colleges to maintain proper distinction between limited, part-time students and those pursuing more formal programs.
3. The Coordinating Council has recommended that the California State Colleges offer ". . . graduate credit courses designed primarily for the education, improvement and training of teachers." Review disclosed that four graduate education courses were given by California State Colleges at Los Angeles and one by San Fernando Valley State College. These courses are in consonance with the policy statement, but perhaps there should be more.
4. Education-oriented courses represent the bulk of courses offered in State College extension. However, other offerings continue to be present in substantial numbers. Few geographical areas are unserved. The major metropolitan area not served is the Long Beach-South Bay area, which has been served by University Extension at Los Angeles. The establishment of California State College at Palos Verdes may modify this situation.
5. Out-of-service area courses offered by Chico State College in Sacramento and California State College at Los Angeles in Boron are being conducted with the approval of the other State Colleges concerned.

The State Colleges also offer contract courses, which are courses offered in extension under provisions which set a student fee per unit when the State College does not pay the salary of the instructor. The term "contract" does not imply a formal, legal contract; rather, an informal arrangement is negotiated between an agency (school district, for example), the professor who teaches the course, and the Extension Office of the State College. A course taught under this arrangement requires the same standards as any other extension course (and, therefore, any regular college course) with respect to number of class meetings, instructional quality and grading procedures.

All accepted guidelines for extension courses apply to a contract course, which differs from a regular extension course only in the following respects:

1. The State College pays no salary to the instructor; the agency provides a salary and negotiates directly with the instructor.
2. The agency may limit the enrollment; it may, in fact, designate those who will take the course, subject to fulfilling course prerequisites.
3. Students may register for credit or not, as they wish.
4. The instructor may modify the course content to meet particular agency needs, provided this modification does not compromise college standards for the course.

Such contract arrangements are not a new practice among the State Colleges and have been employed from time to time in several State Colleges. University of California Extension also has such programs, but regular University Extension fees are paid either by the student or the agency requesting the courses.

The State Committee has expressed a desire to be informed fully of the procedures used in conducting and establishing such courses. The State Committee recommends, therefore, that each segment present full information about all contract classes in order that it may determine if these classes are fully integrated with the appropriate instructional department of the campus involved.

Examination of 1963–64 offerings of the California State Colleges revealed that lower division courses had been offered off-campus and outside general extension centers by Fresno State College at the University Avenue Extension Center; Humboldt State College at the Arcata Senior High School at Klamath; Sacramento State College at the El Dorado County Schools and Solano County Schools; and San Francisco State College at the Presidio in San Francisco and Hamilton Air Force Base. Lower division courses have been discontinued at the Fresno State College Center at Bakersfield; furthermore, there is no proposal at this time to designate the Center as a general extension center.

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[4] Appendix I.

Examination of 1964–65 offerings of the State Colleges revealed off-campus lower divisions courses offered by Chico State College at Butte County, by Humboldt State College at Rio Dell, by Los Angeles State College at Monrovia and by San Francisco State College at Hamilton Air Force Base. The course offerings for Humboldt at Rio Dell and Los Angeles State College at Monrovia were determined by the State Committee to be in non-district Junior College territory or in an area (Humboldt) where Junior College offerings were not being presented. The same applied to Chico State College's offering in Butte County.

State College off-campus centers at Bakersfield and Imperial for residence credit have been in existence for some years. The State Colleges have had other self-supporting military programs in operation at the Presidio of San Francisco and Hamilton Air Force Base since 1952. The establishment of these residence-credit programs had been based on the action of the Council of State College Presidents with the approval of the State Superintendent of Public Instruction.

Four hundred degrees have been awarded by San Francisco State College to military personnel. These are unique programs intended to fill an apparent special need. Inasmuch as San Francisco City College assents to the lower division programs offered by San Francisco State College at the Presidio, the State Committee approved this program and requested that the State Colleges continue to seek approval of Junior College districts concerned regarding lower division courses being offered at the two locations. There is, however, a continuing question of the effect of recent legislation on the existence of such off-campus, resident credit programs.

California State College at Palos Verdes, once in operation, will eventually develop an extension program along with its regular curriculum. California State College at San Bernardino is planning no extension program for 1965–66 but eventually will also offer such programs.

Since variation of course-numbering series among the University and State College extension programs tends to make judgment difficult, the State Committee recommends the University and the State Colleges each institute a uniform course-numbering series for extension programs for efficient coordination of extension offerings. Since the State College extension numbering system is keyed to the numbering system of courses in the regular State College programs, the State Committee recommends that the State Colleges institute, as a minimal uniform system, a common numbering system such as 100 series for freshman classes and 200 series for sophomore classes.[5]

UNIVERSITY OF CALIFORNIA

Strengths and Capabilities

On October 1, 1964, the University of California provided the State Committee on Continuing Education with a University policy regarding strengths and capabilities of the University system with respect to programs of University Extension:

> University of California Extension draws the academic support for its programs from the colleges, schools, departments, and research institutions and centers on the various campuses.
>
> No course for which University credit is available can be offered until the course and the instructor have been approved by both the appropriate academic department and the appropriate committee of the Academic Senate. This approval is obtained from that campus which is nearest to the location where the course is to be offered and which has a college, school, or department which is appropriate to the subject matter of the course. In subject matter areas where only one campus has a specialized curriculum (e.g., criminology and city and regional planning, both only at Berkeley), that campus provides the academic approvals for courses everywhere in the State. The above procedure is the same whether the Extension course parallels a course offered in regular session or whether the course is specially designed to meet the needs of adults and is offered only in Extension.
>
> In the case of programs for which no credit is available, the approval procedure is somewhat less restrictive. However, even here, academic departmental approval is normally obtained for both courses and teachers. Short programs such as conferences and workshops are frequently offered by Extension in cooperation with research institutes or centers. One of the major functions of Extension is to make the research findings of these organizations available to the public.

Review of Course Offerings

Review of University Extension offerings was conducted with the following Council recommendations in mind:

1. University of California Extension offer as needed lower division, upper division, graduate,

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[5] See p. xii for the resolution on this recommendation as adopted by the Coordinating Council on September 28, 1965.

postgraduate, and non-credit courses on University campuses or existing extension centers.

2. University of California Extension does not offer lower division credit courses off University campuses or extension centers, except in territory not within a Junior College district or within a Junior College district only after authorization by the State Committee on Continuing Education.
3. University of California Extension offer as needed off-campus courses, both credit and non-credit, in upper division, graduate and postgraduate work, with the exception of graduate courses designed primarily for the education, improvement and training of teachers. This latter function is a major responsibility of the California State Colleges and University Extension should not offer courses in this subject field in the geographical areas normally served by State Colleges without the prior approval of the State Committee on Continuing Education.[6]

Examination disclosed the following:

1. Lower division courses were being offered off-campus in La Jolla in art subjects (five courses) which had been approved by the Junior Colleges concerned. Approval for these programs, therefore, had been granted by the State Committee. These were the only University Extension lower division courses offered off-campus and not at a general extension center.
2. The only graduate credit class offered was an engineering course at China Lake.
3. Following is the number of courses offered by level:

LD	UD	Graduate	Postgraduate		
0–99	100–199	200–299	300's	400's	800's
48	214	1	168	391	5

The above totals exclude offerings on University of California campuses but include those at general extension centers.

4. Courses were offered in most areas of the state, with heavy concentration in the metropolitan areas of San Francisco, Los Angeles-Orange Counties and San Diego. The central and southern San Joaquin areas were less served in proportion to other areas, reflecting the extension programs of Fresno and Stanislaus State Colleges in those areas.

Enrolled in Extension professional programs are one-third of the state's lawyers, one-fifth of the dentists, one-sixth of the doctors, one-eighth of the engineers, and one-twelfth of the teachers. Summer residential programs in labor education were offered for professionals dealing with labor problems; lecture series and field trips were organized to study the natural history of the Sierra Nevada and Mexico; and "Language Week-ends" were inaugurated with lectures and discussions on a given world area in its native language.[7]

University Extension has eliminated all off-campus graduate education courses pursuant to recommendations of the Coordinating Council.

The use of "300" course series by the University of California in regular session as well as in Extension was of some concern to the State Committee in the past year. The "300" numbering series has long been utilized by the University of California to designate "professional teacher training courses" especially intended for prospective teachers. In regular session "300" courses are used for supervised teaching and special method courses for prospective teachers, normally taken in the senior year with credits applied to the bachelor's degree up to a maximum of six units. Courses in this series do not yield credit toward a higher degree; therefore, "300" courses are not considered graduate courses. (However, it is not known if "300" courses are applied on advanced degrees at other institutions.)

University Extension also utilizes the "300" courses but for a different purpose from the regular session. Regular session uses these courses as professional courses for teacher preparation. Extension uses these courses as professional courses designed to increase the knowledge and skill of employed teachers. These courses are not taken by teachers for degree purposes; teachers already have their bachelor's degrees and cannot apply "300" course credit to graduate degrees. School districts accept these courses to satisfy in-service salary increment requirements, and the State Department of Education has evaluated such credit on a course-by-course basis for credit toward credentials.[8]

JUNIOR COLLEGES

Education of Teachers

The State Committee on Continuing Education considered a number of instances in which Junior Colleges were offering education courses for teachers. Upon recommendations of the State Committee, these courses were either changed or eliminated by the Junior Colleges. The State Committee observed that situations of this sort might increase as a result of legislation requiring instruction in foreign language at the elementary level.[9] There is an urgent need, therefore, for in-service training of this nature in foreign languages and mathematics in view of the changing methods and emphasis in education.

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[6] See Appendix I. Paul Sheats pointed out in "Continuing Education for the West's Adults" that "program and enrollment trends in the University of California Extension demonstrate the extent to which the remedial and parallel course offerings of Extension have been replaced with high-level programs for those who have already been to college. Over 80% of our enrollees are now in this category," *op. cit.* p. 51.

[7] *Values and Visions, loc. cit.*

[8] Source: University of California Extension.

[9] *Education Code* (1963), Sec. 7604.

The State Committee considered five possible roles in the education of teachers that could be fulfilled by California's Junior Colleges:

1. Offering courses and programs designed to constitute a portion of the pre-service education of teachers, the education to be completed by four-year institutions.
2. Offering credit courses and programs designed to extend and deepen the educational background of licensed teachers, such courses to be designed primarily for teachers or designed for the college graduate.
3. Encouraging enrollment of teachers within courses normally a part of the Junior College regular, lower division program.
4. Offering non-credit courses, institutes and programs designed for the in-service education of teachers.
5. Offering, under the auspices of a four-year institution, both credit and non-credit courses for teachers.

These possible roles were considered as follows by the State Committee in the order of presentation:

1. In examining the extent to which any of these roles, or a combination, may be appropriate for Junior Colleges, the first consideration of the State Committee was the Donahoe Higher Education Act, which defines the functions of the three segments of public higher education.

The Council staff determined that any courses for the education of teachers would be conducted by the Junior Colleges in furtherance of the function of "vocational-technical, general education, and other appropriate programs for part-time students."[10] It is within this statement of function that the bulk of programs for the adult student may be placed, and it is within this function ". . . that the Junior Colleges have justified almost any adult service desired by the community."[11] The State Committee determined that, while any list of functions for the Junior Colleges cannot be termed markedly restrictive, the Junior Colleges should not offer professional courses and programs designed to constitute part of the pre-service education of teachers.[12]

2. Title 5 of the *Administrative Code,* Sec. 131 (b), states:

> The junior college must establish such programs of education and courses as will permit the realization of the objectives and functions of the junior college. Such courses shall be submitted to the State Department of Education for prior approval on forms provided by the State Superintendent of Public Instruction. The Department of Education shall report to the State Board of Education at a fall and a spring meeting the actions which it has taken in approving the courses.

Under terms of Title 5, each new credit course and its description planned by a Junior College must be submitted to the State Department of Education and to the State Board of Education for approval. The policy of the State Department of Education has been to disapprove any course which by class, title or description would indicate it to be a course designed for the education of teachers either on a pre-service level or a postgraduate level. Failure to comply with this provision could result in withholding State funds for students enrolled in non-approved classes.[13] The State Committee, therefore, determined that the above is presumptive evidence that credit and non-credit courses and programs designed primarily to extend and deepen the education of licensed teachers are not, and will not be, approvide for State apportionment purposes.

3. The State Committee noted that in recent years emphasis upon improving the academic education of teachers has been increased steadily. First and second-year college courses are necessary for many elementary teachers who have had little or no formal work in specific subjects such as foreign language, modern mathematics, physical science or anthropology. Other teachers whose college work has been completed several years ago may wish to refresh their knowledge and to update it by reviewing beginning or second-year courses. The State Committee, therefore, determined that when need for specific, academic credit courses for teachers exists and where Junior Colleges offer these courses as part of their general offerings, teachers should be encouraged to enroll in them.

However, this principle should not be extended to include the offering of a specific academic credit course for teachers, or even to permit teachers to constitute a major portion of the enrollment. Despite the best intentions of the Junior College and of each instructor of a course, content is inevitably shaped by the demands of students. If teachers were to constitute a major portion of the enrollment, the course would assume a professional character which would place it outside the functions of California public Junior Colleges.

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[10] *Master Plan*, p. 209.

[11] *Restudy of the Needs of California in Higher Education* (Sacramento: California State Department of Education, 1955), p. 53.

[12] This determination was based upon the inclusion of teacher education among the functions of other segments of higher education, the goals of the Junior Colleges as stated in the Donahoe Act, and upon other resource materials. The one exception to this policy is the offering of an introductory course in education for prospective teacher education students at the sophomore level.

[13] *Education Code*, Sec. 25516.5. Similar provisions apply to non-graded courses offered as part of an adult education program in a Junior College or high school. As a guide, the State Department of Education, in cooperation with the Professional Standards Committee of the California Association of Adult Education Administrators, has prepared a list of courses acceptable for approval as adult education courses. This listing of over 800 courses does not include any title which may be used for a teacher education course. *Handbook on Adult Education*, Bulletin of the California State Department of Education, October 1962.

4. In many instances Junior Colleges are called upon to conduct in-service training classes, programs and institutes for teachers from high school and elementary schools of their area. Such is often the case in unified school districts. It is clear that Junior Colleges can provide needed assistance in their districts' efforts to conduct training programs to increase the competency of their employees. Such offerings should not offer academic credit when they are designed to be primarily in-service training.

The State Committee concluded, therefore, that Junior Colleges should be permitted to conduct in-service teacher training programs, particularly such programs as institutes and lecture series, for which no academic credit is given and for which State funds are not received. Courses and other programs offered for which State funds are received should be truly open to the public, including teachers who may be encouraged to enroll by their district supervisors as a portion of their in-service training.

5. Junior Colleges can perform a significant role in ensuring the quality education of teachers by cooperating with four-year teacher training institutions. Providing facilities to extension services, encouraging enrollment in classes, and making faculty available are all roles the Junior Colleges can play within their general functions. Such cooperative efforts assist in meeting the need for the continuing education of teachers while ensuring that they will receive the best available instruction under the auspices of teacher training colleges and universities.

The State Committee, therefore, determined that Junior Colleges should be encouraged to cooperate fully with the extension services of four-year colleges in developing and mounting courses designed for the education and improvement of teachers, such courses to be given under the auspices of the four-year college.

Summary. The primary functions of Junior Colleges are to provide lower division transfer and terminal programs and to serve the needs of part-time students. The functions, organization and capabilities of Junior Colleges preclude them from direct involvement in the education of teachers. However, Junior Colleges may perform a useful role by assisting in the in-service education of teachers and by cooperating with four-year colleges and their extension services in the organization and housing of teacher education courses.

In furtherance of the foregoing policies, the Coordinating Council adopted the following resolution on the role of the Junior Colleges in the education of teachers:

> RESOLVED, that the Coordinating Council for Higher Education believes that the following principles should be applied by the public Junior Colleges in California:
>
> 1. Junior Colleges should not offer professional courses and programs designed to constitute part of the pre-service, professional education of teachers with the exception of an introductory course in education at the sophomore level for prospective teachers;
> 2. Credit and non-credit Junior College courses and programs designed primarily to extend and deepen the professional education of licensed teachers should not be approved for State apportionment purposes;
> 3. Teachers should be encouraged to enroll in regular, academic Junior College courses offered as a part of the general program for credit when it will be of personal or professional value; however this principle should not be extended to include the offering of a specific academic credit course for teachers or even to allowing teachers to constitute a main portion of the enrollment;
> 4. It is appropriate for Junior Colleges to conduct or sponsor in-service training programs, most particularly institutes, lecture series and the like, for teachers and for which no academic credit is given and for which State funds are not received; courses and programs for which State funds are received should be truly open to the public including teachers who may be encouraged to enroll by their district supervisors as a portion of their in-service training;
> 5. Junior Colleges should be encouraged to cooperate fully with the extension services of four-year colleges in developing and mounting courses designed for the education and improvement of teachers, such courses to be given under the auspices of a four-year college; and be it further
>
> RESOLVED, that these principles be employed as a guide to the State Committee on Continuing Education in its work and that these principles be submitted to the State Board of Education with the recommendation that they be adopted by the Board as its policy.[14]

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[14] Adopted on May 26, 1964. This action was subsequently adopted by the State Board of Education in somewhat different form.

Vocational Education

Following are the statutorily stated functions of the California public Junior Colleges:

> Public junior colleges shall offer instruction through but not beyond the fourteenth grade level, which instruction may include, but shall not be limited to, programs in one or more of the following categories: (1) standard collegiate courses for transfer to higher institutions; (2) vocational and technical fields leading to employment; and (3) general or liberal arts courses. Studies in these fields may lead to the associate in arts or associate in science degree.[15]

Junior Colleges, therefore, have the responsibility not only to provide training for students who wish to enter the ranks of skilled workers, but also to provide general education for all of their students. The relative importance of these twin objectives varies from campus to campus; however, the adult education programs of many Junior Colleges have been able to provide useful vocational training instruction to their communities.

Vocational instruction in adult education and extended day programs cannot be provided solely by vocational instructors. "To give a specific example, if the liberal arts instructors are not willing or able to provide effective remedial courses in language, mathematics, and study skills, actual and potential vocational students will be pushed out of the junior colleges."[16] The problem facing Junior Colleges is to attract students to vocational programs. Approximately 33% of California Junior College students are presently enrolled in programs in preparation for specific vocations or occupations. However, since 75% of Junior College students do not transfer to other institutions of higher education, it would appear that much fruitful recruiting in vocational education remains to be accomplished.

Education for Adults

Junior Colleges play a significant role in the education of California adults. Graded classes in the fall semester of 1963–64 included 156,574 "defined adults" (i.e., those who are at least 21 years old and taking fewer than 10 hours of classes) and 239,787 part-time students. In ungraded classes, Junior Colleges enrolled 66,784 students.[17]

The State Board of Education established criteria and standards for graded Junior College classes on February 4, 1963. Graded classes must now be approved by the State Board and meet one or more of the following summarized requirements: (1) college level, with credit to an associate degree; (2) vocational or technical beyond the high school level, leading toward an associate degree or certificate; (3) recognized by California accredited colleges as required for a major, general education or elective.

HIGH SCHOOLS

General Education

Adequacy of academic breadth of adult education[18] offerings is of concern to the State Committee. However, general education course offerings are somewhat limited because the fees applied tend to discourage interest in such courses through extension. Nevertheless, the need for well-planned systems of adult general education is apparent. Professors Arthur R. King, Jr., and John A. Brownell of the Claremont Graduate School have pointed out the following characteristics of such programs:

1. The general purpose is the conservation and reclamation of human resources (manpower), conceived as the development of each person . . . in accord with his capabilities. This purpose is appropriate if we are to increase the intellectual, social, political, and economic options available to these students.
2. The specific purposes corollary to this general purpose are as follows:
    a. To make students independent, employable, and capable of continued learning as quickly as possible.
    b. To develop basic intellectual skills necessary for further training and study.
    c. To engage each student in the procedures of inquiry and with the conceptual structure of a variety of disciplines of knowledge.
    d. To involve each student unremittingly in study activities which require discrimination, critical observation, analysis, inductive generalization, reasoning, and evaluation.[19]

Correspondence Courses

California high school supervised correspondence study was established in 1945 as a program in University of California Extension through the joint efforts of the University and the State Department of Education. The program was established to permit pupils to make up credit and subject deficiencies, to resolve schedule conflicts, to take courses not included in the high school curriculum, to accelerate their programs of studies, to continue high school studies at home when there is a legitimate reason not to attend high school, to develop vocational skills in addition to completing college preparatory subjects and to improve independent study habits in preparation for college work.

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[15] *Education Code*, Sec. 22651.

[16] CCHE, *A Consideration of Issues Affecting California Public Junior Colleges* (January 1965), No. 65-1, p. 26.

[17] Source: State Department of Education.

[18] George F. Aker at the Center for Continuing Education, University of Chicago, in "Criteria for Evaluating Graduate Study in Adult Education," pointed out no fewer than seven different definitions of "adult education" by prominent scholars in this field. The State Committee on Continuing Education has expressed a desire to adopt an official definition for California.

[19] *A Prospectus for a Center to Develop Systems of Adult General Education Essential to Manpower Development* (June 1964), pp. 2–3.

The State Legislature has granted authority to school districts to provide such instruction offered by the University or other universities and colleges accredited for teacher training.[20] The State Board of Education subsequently established regulations implementing this authority.[21] These regulations make it mandatory for a school district intending to conduct instruction by correspondence to apply to the State Department of Education for authorization. In 1963 the Legislature expanded the scope of instruction by correspondence by amending the *Education Code,* Sec. 8301, to change ". . . subjects included within the courses of study offered . . ." to ". . . subjects included within or *related* to the course of study offered in the school. . . ."

An agreement between the State Department of Education and University of California Extension has clarified the relationships under which Extension will offer high school correspondence courses. This agreement continues the present operation and maintenance of high school supervised correspondence study program at the University level. The Department of Education will continue to consider requests of high schools to offer instruction by correspondence.

CONCLUSIONS

1. Continuing education programs offered by institutions of higher education should continue to reflect the strengths and capabilities of that particular institution and should be thoroughly integrated with the appropriate instructional department.

2. Allocation of functions among the segments of higher education, as adopted by the Coordinating Council on December 19, 1962, should continue in force.

3. California State Colleges and the University of California should continue to submit to the State Committee on Continuing Education all off-campus credit extension course offerings.

4. The University of California and the California State Colleges should develop plans for increasing the proportion of extension credit course offerings designed for broad and academic education of adults.

5. Junior Colleges should be encouraged to establish a dental technicians program in cooperation with the University of California at Los Angeles School of Dentistry.

6. Junior Colleges should not become directly involved in the education of teachers. Junior Colleges should, however, assist the in-service education of teachers by cooperating with four-year colleges and their extension services in providing facilities for teacher education courses.

7. Junior Colleges should work toward institutional goals of training and educating skilled and semi-professional workers.

8. Each segment should present full information about all contract classes so that the State Committee may determine whether these classes are fully integrated with the appropriate instructional department of the campus involved.

9. The Coordinating Council staff should be authorized to judge the suitability of lower division extension offerings of the California State Colleges and the University of California when these offerings are presented off campus and outside general extension centers.

10. The California State Colleges and the University of California each should initiate a study of a common course numbering system for regular and extension classes.

11. Review of course offerings of the California State Colleges extension services and the University of California Extension indicated that both segments have proposed well-rounded courses and have, collectively, attempted to serve nearly all areas of the state.

RECOMMENDATIONS OF THE STATE COMMITTEE ON CONTINUING EDUCATION

1. With regard to academic breadth of offerings, the State Committee on Continuing Education recommends that:

> *The Coordinating Council for Higher Education requests the California State Colleges and the University of California to develop plans for increasing the proportion of extension credit course offerings designed for broad academic education of adults.*

2. With regard to efficient coordination of extension offerings, the State Committee on Continuing Education recommends that:

> *The Coordinating Council for Higher Education request the California State Colleges and the University of California each to initiate a study of a common course numbering system for regular and extension classes so that efficient coordination of extension programs may be effected.*

3. With regard to review of course offerings, the State Committee on Continuing Education recommends that:

> *The Coordinating Council for Higher Education express commendation to the California State Colleges, the California public Junior Colleges and the University of California for their well-rounded extension programs and their efforts to serve nearly all areas of the state.*

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[20] *Education Code,* Sec. 8301.
[21] *Administrative Code,* Title 5, Sec. 10.1.

4. With regard to contract classes, the State Committee on Continuing Education recommends that:

The Coordinating Council for Higher Education requests the California State Colleges, the California public Junior Colleges and the University of California to present full information about all contract classes so that the State Committee on Continuing Education may determine if these classes are fully integrated with the appropriate instructional department of the campus involved.

SECTION III

COORDINATION OF CONTINUING EDUCATION IN CALIFORNIA

> The survey team recognizes the . . . difficulty in defining fields of service in an area so dynamic and so dependent for its success upon rapid adjustment to new and changing needs.[1]

The "difficulty" referred to in the *Master Plan* dates back to efforts to coordinate continuing education programs in California since 1944, when the State Advisory Committee on Adult Education was established. In 1948 *A Report of a Survey of the Needs of California in Higher Education* by Monroe E. Deutsch, Aubrey A. Douglass and George D. Strayer urged that a clarification be made of the roles of each segment of higher education in providing instruction for adults. In 1953 the State Advisory Committee was reactivated. In 1955 *A Restudy of the Needs of California in Higher Education* by T. R. McConnell, T. C. Holy and H. H. Semans also made recommendations for the coordination of adult education and extension functions of California public institutions of higher education.

State Committee on Continuing Education

The State Advisory Committee continued to function until 1963, when the Council appointed membership of the present State Committee on Continuing Education. Since October 1961, until the State Committee began meeting on August 29, 1963, the State Advisory Committee's function had been chiefly to assist the staff of the Council in its studies of continuing education. High points of the State Advisory Committee's work included the statewide report for the Master Plan Survey Team and preparation of the document *Some Reports Relating to the California State Advisory Committee on Adult Education,* which collated and indexed policy actions from 1944 to 1956.

The functions of the State Committee, as set forth by the Coordinating Council on December 19, 1962, are as follows:

a. Establish local or regional committees throughout the State whenever, in the opinion of the State Committee, a useful purpose will be served. In establishing such local committees, the State Committee shall designate the membership, develop regular meeting dates, and designate a local chairman for each committee. The chairman will be responsible for calling meetings and informing the State Committee of local committee actions.

b. Hear and act upon all jurisdictional and functional disputes brought before it either by a local committee, an individual segment, or the Committee's staff, and to report its decisions to the governing boards of the segments involved and to the Coordinating Council for Higher Education.

c. Design and direct means to gather adequate, comprehensive and comparable data on all aspects of continuing education in California.

d. Continually review the continuing education needs of adults in California and assess current programs in relation to those needs to determine if, in fact, the needs are being met. If they are not, the Committee should make appropriate recommendations to the governing boards of the segments and to the Coordinating Council for Higher Education.

e. Discuss and make recommendations to the governing boards and the Coordinating Council for Higher Education on any policy matters affecting continuing education in this state.[2]

In addition, the State Committee on Continuing Education, the successor to the State Advisory Committee on Adult Education, inherited the urging of the Master Plan Survey Team to "give increased attention to the further implementation of this plan for dealing with problems at the local level."[3]

Members of the State Committee are "appointed for two year terms in cases where the position is not the determinant":

a. Two representatives from the University of California to be appointed by the President. Representation should include the Statewide Dean of University Extension and one other University representative.

b. Two representatives from the California State Colleges to be appointed by the Chancellor. Representation should include the individual responsible for statewide coordination of the State Colleges' Extension programs, and one other State College representative.

c. Two representatives from the Junior Colleges: one representative from the State Department of Education to be appointed by the State Superintendent of Public Instruction and one representative to be appointed by the California Junior College Association.

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[1] *Master Plan*, p. 138.

[2] See Appendix I.

[3] *Master Plan*, p. 139.

d. Two representatives from the high school adult education field: one representative from the State Department of Education to be appointed by the State Superintendent of Public Instruction and one representative to be appointed by the Association of Adult Education Administrators.

e. One representative of the general public to be appointed by the Director of the Coordinating Council after consultation with the members representing the general public on the Coordinating Council for Higher Education.[4]

At the initial meeting of the State Committee, Willard Spalding stated that the purposes of the State Committee are "to provide the opportunity for long-range planning, as well as to deal with local, immediate problems."[5] The major problems facing the State Committee were specified as (1) improvement of machinery to deal with jurisdictional disputes, (2) improvement of communication between the new State Committee and local committees, (3) clarification of the authority and responsibility of the new State Committee, and (4) more effective efforts in the development of cooperative programs among the segments.

Since its first meeting on August 29, 1963, the State Committee has collected considerable data as a basis for recommendations to the Council for improvement of coordination of continuing education programs throughout the state. Consideration has been given to related issues such as the impact on California of proposed federal programs, finance of adult education and extension programs, uniformity of accounting systems, private industry and public education, segmental responsibilities for teacher education, resolution of functional responsibilities, administration of extension systems, development and maintenance of off-campus centers, plans for extension centers, review of course offerings, capital outlay requests and approval of segmental service areas.

Regional Committees on Continuing Education

When the State Advisory Committee on Adult Education was reactivated in 1953, "both the State Board of Education and the Regents gave approval to a liaison committee recommendation for the creation of local advisory committees made up of representatives of publicly supported segments of higher education offering adult education courses in particular areas."[6] During the period of activity of the State Advisory Committee on Continuing Education, a visiting team from the Committee had from time to time met with local committees in Sacramento, San Mateo, Long Beach, Fullerton, the Tri-County area and San Jose. This team assisted in establishing a local advisory committee in the Los Angeles metropolitan area in 1961. No visitations had been made since 1961, and reports from local advisory committees declined in number from 1958 through 1962.

A subsequent study made by the State Committee on Continuing Education indicated that most regional committees had not met regularly or recently. Some local committees had accomplished short-term objectives of allaying disputes, but most had not been able to achieve longer-term objectives of developing, cooperatively, needed programs.

The report of the State Committee indicated that the Long Beach local advisory committee had not met since April 6, 1956. Representatives on the committee included persons from Long Beach City College, University Extension at Los Angeles, Long Beach State College, high schools and adult schools in the area.

The Los Angeles Advisory Committee on Adult Education, composed of eleven members from the Los Angeles City Schools, Gardena Adult School, University Extension, San Fernando Valley State College and California State College at Los Angeles first met on March 6, 1961. Minutes of that meeting showed the committee planned to meet once each semester. The next known scheduled meeting was on December 13, 1961. The minutes of another meeting on October 14, 1964, states "that there was agreement, at least in Los Angeles, that a point had been reached where jurisdictional issues have ceased to be of concern and where the segments are ready to begin to discuss joint planning to meet the educational needs of adults." The hope was expressed that "at the next meeting a start could be made on an analysis of how all of the segments, working together, could do a better job for the people of Los Angeles." Los Angeles adult schools and Junior College district representatives presently meet together in a committee to coordinate efforts between the two levels.

Minutes of the State Advisory Committee show that a Fullerton committee composed of representatives from California State College at Fullerton, University Extension and local Junior Colleges first met on May 16, 1961. The most recent meeting, attended by the staff of the Coordinating Council, was held on June 8, 1965.

Files of the State Advisory Committee indicate that a committee for the Redwood City-Peninsula area existed, composed of representatives of all levels for San Francisco, San Mateo, Redwood City and San Jose. References in the minutes of the State Advisory Committee indicated that a peninsula area committee was not functioning. Coordination is carried out in the San Mateo County Schools office. Similar contact exists between University Extension and the County office.

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[4] See Appendix I.

[5] Minutes of August 29, 1963.

[6] *Master Plan*, p. 138.

The San Diego Advisory Committee on Adult Education has meet informally to review class schedules. Members of the Committee included University Extension, State College, Junior Colleges and school district representatives. No meetings of the San Francisco Advisory Committee have been held in recent years. Coordination among adult, Junior College, State College and University Extension programs has been conducted through informal contacts. The San Jose Advisory Committee on Adult Education includes representatives from all levels in the area.

The Tri-County Advisory Committee on Adult Education, as a part of the Tri-County Adult Administration Association, has met approximately five times a year. Membership on the Committee includes adult school representatives from high school districts within the Mt. San Antonio Junior College District. Membership does not include State College or University Extension representatives. The purpose of the Committee is to coordinate adult offerings among schools in the area.

Two active regional committees are the Redding Joint Continuing Education Committee and the Sacramento Area Advisory Committee on Extension and Adult Education. The Redding group includes representatives from Chico State College, University of California Extension at Davis, city and county school offices, industry, civic and educational associations and Shasta College. While the composition of this group may be conducive to discovering immediate needs in continuing education in the Redding area, other regional committees may wish to limit membership to representatives of educational institutions and districts. The Redding Committee is currently engaged in exploring ways to meet continuing education needs in distributive education, in-service education for the professions and general education. In addition, a workshop on "Changing Concepts of Work and Leisure" is being planned for the fall of 1965.

The Sacramento group meets approximately four times a year. Its members represent the State Department of Education, University of California Extension at Davis, Sacramento State College, American River Junior College, Sacramento City College and high school districts. Members have concerned themselves with federal legislation, in-service teacher training programs, workshops and cooperative planning of offerings. The Sacramento group appears to have achieved not only communication among the segments but coordination as well.

The State Committee considered the matter of the role of local advisory committees and made the following recommendations:

1. Staff service must be available to work with local advisory committees.
2. The State Committee on Continuing Education should re-examine older committees and determine if they should continue. Areas of new needs should be studied. Responsibilities such as area needs, collaborative planning, and patterns of communication should be more clearly spelled out.
3. The State Committee should determine more clearly what the jurisdictional lines shall be, i.e., the manner in which problems would be adjudicated at the local level, and, if need be, referred to the State Committee.

The State Committee subsequently determined that the service areas to be considered in initial development of regional committees should be (1) Fresno, (2) Hayward, San Francisco and San Jose, and (3) Los Angeles and San Fernando Valley. The pattern of existing groups will be retained, and such groups will not be highly structured. A future function of regional committees will be review of academic plans and lists of extension classes. The State Committee may also wish to delegate certain responsibilities, such as resolution of local jurisdiction, to regional committees.

Staff Assistance. A major problem in the inability of the State Committee to provide leadership in the formation of local advisory committees has been lack of Council staff. Recent enlargement of the Council staff has permitted some progress in this important function of the State Committee.

Staff visitations have been made to discuss the formation of regional committees. Discussions were held with Junior College, University of California, State College, and city and county school district adult education and extension officials in the areas of Davis, Fresno, Fullerton, Hayward, Los Angeles, Redding, Sacramento, San Francisco and San Jose. Representatives in each area expressed a desire for a working relationship with the State Committee in order to form regional committees or to strengthen existing, informal area-wide continuing education groups.

A useful purpose of regional committees would not only be to refer problems to the State Committee but, more importantly, to discuss and refer, if necessary, suggestions on continuing education needs. Regional representatives are concerned with a variety of subjects: extension faculty salaries, statewide extension standards, extension surplus funds, competency of instructors, guidelines for employment of extension faculty, clearing house for potential extension instructors, course credits and postgraduate courses in teacher education.

In the years ahead one of the objectives of the State Committee on Continuing Education will be to work cooperatively with the regional committees to develop and expand the foregoing subjects as well as to consider proposals for experimentation. As Donald McNeil has said, "With a desire to meet the social needs of society and with a unified profession, university adult education can assume a leadership hitherto unknown. But adult educators will have to lay heavy stress on experimentation and research."[7] An example for future study is the development of residential adult education. According to Abbott Kaplan, more than 25 such residential adult centers have been established in the United States since World War II. The history of residential adult education goes back to the Chautauqua in 1874 and to residential schools for workers at the University of Wisconsin after World War I.[8] Adult residential schools should be "places where adults can get away from the pressures of their everyday lives for weeks or possibly months, to explore ideas and problems and experiences unrelated to their vocational preoccupations but closely concerned with human values, public issues, and man's deeper aspirations and concerns."[9]

Conclusions. Local committee activities at the present time are limited in scope. With the exception of a few areas, committees have not met recently, although efforts at informal coordination have occurred in many areas. Efforts to develop regional committees in most areas cannot depend upon previously established committees. Furthermore, membership of local committees does not indicate a pattern for all regions. Each appears as a specific case. Committee functions have varied and few have adequately dealt with cooperative development of effective continuing education programs in their region. Council staff will visit areas, where necessary, to encourage the formation of regional committees.

Inter-Segmental Coordination

An example of timely and significant coordination of extension offerings among the segments is a cooperative program for teachers presented by the extension divisions of the University of California at Davis, Sacramento State College, Chico State College and Stanislaus State College in cooperation with the Instructional Television Associates and KVIE-TV. This extension program offered two semester units for teacher groups in a number of locations from February to May 1965. Another coordinated extension program in the same area sponsored by Sacramento State College, Chico State College, University of California at Davis and Sacramento City College was a teacher training seminar held in April 1965.

Statewide Standards in Continuing Education

The purpose of establishing standards and goals in adult education and extension operations is to develop continuing education programs of high quality in each of the segments. Although flexibility in the types and kinds of programs is desirable for proper development of extension services, some acceptable statewide standards and goals are necessary for inter-segmental coordination of these services. Standards and goals will permit (1) segments to conduct self-evaluations to broaden and improve their services; (2) staff members of the segments to become more fully informed of resources available; and (3) the Coordinating Council for Higher Education, the State Committee on Continuing Education, and regional committees to coordinate extension activities within broad guidelines.

A basic philosophy of continuing education should be developed by each statewide segment, carefully defined and continually reviewed. Further, each public institution of higher education in California should develop a statement regarding its extension objectives in relationship to its own institutional philosophy.

Evaluation of continuing education programs should be made in terms of an institution's stated set of objectives. Examples: encouragement of individuals and groups to seek assistance from the institution in the development of programs for self-improvement, encouragement of teachers and administrators to identify existing educational problems and to seek assistance through extension services, assistance to school systems in making effective use of resources available through extension, information to communities and groups of the latest developments in educational research and experimentation, cooperation with school systems to provide effective use of resources available through extension, information to communities and groups of the latest developments in education research and experimentation, and cooperation with school systems to provide effective in-service education programs. As Harry Miller has noted, evaluations of continuing education programs are not easy but, nevertheless, are necessary.[10] All extension courses for collegiate credit should reflect the philosophy of the segment and the institution offering the instruction. Determination of course content should be made by the cooperative efforts of the extension office and the appropriate department of instruction.[11]

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[7] From a reprinted speech delivered at a meeting of the National University Extension Association, Lincoln, Nebraska, April 29, 1[illegible]p. 12–13.

[8] "Continuing Education," *Journal of Higher Education* (May 1965), p. 291.

[9] *Ibid.*, p. 293. Harold Alford also discusses these new possibilities in "New Roles for Residential Continuing Education," *The NUEA Spectator* (April-May 1965), p. 7: "The university conference center of the future will . . . increasingly build-in to its programs the particular residential values of concentration, continuity of student involvement, withdrawal from routine environments . . . ."

[10] ". . . administrative concentration on the evaluation process . . . makes it possible to work cooperatively with experts in fields in which one is not himself an expert and opens the way not only to assessing institutional effectiveness but to improving instructional practice." *Teaching and Learning in Adult Education* (New York: The Macmillan Company, 1964), p. 311.

[11] Correspondence from the Director of Extension, Northern Illinois University, to the California Coordinating Council for Higher Education, dated May 6, 1965.

State College Extension Guidelines

Statewide guidelines for extension programs of the State Colleges allow considerable freedom for each campus to provide instructional programs appropriate to the needs of its region and its special functions. Each State College is free to develop, within the broad, basic framework, its particular programs in keeping with local needs, resources and interests. Guidelines include the principle of each State College offering extension programs within its own service area; maintenance of standards of performance and evaluation consistent with those maintained in the regular campus courses; selection of instructors from the faculty of the college, with exceptions permitted only when qualified regular faculty members are not available; and limitation of six semester units in extension for staff members employed full time at the college.

It is noteworthy that some State Colleges have supplemented the statewide guidelines. At these colleges no more than one unit may be offered per week in any extension course, no more than six units (summer and extension) may be taught by any instructor during the six week summer session and no more than four units in the four-week post session, all courses not in the catalog must be approved by a divisional curriculum committee, all instructors in extension are appointed by the appropriate division chairman, and final examinations are required in all extension courses.

State College Service Areas

On December 19, 1962, the Coordinating Council adopted two general principles as guides for all continuing education programs in the state:

> 1. Every offering of an institution of higher education designed to meet the needs of adults should reflect the strengths and capabilities of that particular institution.
> 2. Every continuing education program should be thoroughly integrated with the appropriate instructional department of the campus involved.[12]

In delineating the functions of continuing education of the California State Colleges and the University of California, the Council made the following recommendations:

> *State Colleges:*
>
> Off-campus extension courses be offered exclusively in the normal geographical area ordinarily served by a particular State College. A delineation of State College geographical service areas, particularly in metropolitan complexes, should be developed immediately by the State Colleges and approved by the State Committee on Continuing Education . . .[13]
>
> *University of California:*
>
> University of California Extension offer as needed off-campus courses, both credit and non-credit, in upper division, graduate, and post-graduate work, with the exception of graduate courses designed primarily for the education, improvement and training of teachers. This latter function is a major responsibility of the California State Colleges and University Extension should not offer courses in this subject field in the geographical areas normally served by the State Committee on Continuing Education.[14]

The terms "the normal geographic area ordinarily served" and "geographic areas normally served" are considered to be the same. Their meaning can be defined as the area within which a specific college has offered courses recently with reasonable frequency. In examining proposals for establishing geographical service areas, the State Committee has considered evidence of the frequency and recency of extension offerings in communities at or near the proposed boundaries. It has approved areas when all communities so located have been served with reasonable frequency during the past five years.

In respect to the applicability of these service areas to extension programs, the guiding principles and recommendations of the Coordinating Council have distinguished between the statewide responsibilities of the California State Colleges and the discharge of these responsibilities through use of "the strengths and capabilities of particular institutions." The 1963 Council report, after pointing out that city and county school officers requested over 70% of the courses of-ered by the State Colleges in 1961–62 and that most of the remaining courses were requested by other special interest groups,[15] continues as follows:

> Development of extension courses for such clientele follows a pattern where the initiative is exercised by the clientele rather than by the sponsoring institutions. The administrative costs of extension programs are considerably increased when initiative is taken by the institution to develop offerings, both credit and non-credit, where the need is not expressively demonstrated by the potential clientele. Such responsibility for initiative falls more generally within the responsibilities of the public land-grant university because of its statewide public service function.[16]

The following statement also appears in the same publication:

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[12] See Appendix I.

[13] Service areas were subsequently developed by the State Colleges.

[14] See Appendix I.

[15] CCHE, *op. cit.*, p. 29.

[16] *Loc. cit.*

> Duplication of University Extension's efforts, its organization and its unique programs . . . would be inadvisable.[17]

The State Committee considered during the past year whether the concept that "the California State Colleges constitute a statewide system including 17 colleges operating on 18 campuses"[18] was in conflict to any degree with the above concepts of organization and initiative in continuing education. The State Committee studied the concept of the statewide function of the State Colleges in context with the fact that the State Colleges have a major responsibility for the education of teachers and the fact that the need for well-educated teachers increases as California's population increases. Since extension course offerings contribute significantly to filling this need, the State Committee determined that systematic planning on a statewide basis should include ways to provide better educated teachers through continuing education. The State Committee requested, therefore, that the State Colleges:

1. Provide annual designations of "the normal geographic area ordinarily served" by each State College. For each area, the Committee will approve boundaries which include only communities which have been served with reasonable frequency during the past five years.
2. Designate for each State College the strengths and capabilities that will be reflected in its offerings in continuing education and designate annually any changes in strengths and capabilities.
3. Develop a systematic plan for the continuing education of teachers which will be consistent with recommendations of the Coordinating Council for Higher Education.

In response to these requests from the State Committee, the State Colleges submitted during the past year the following reports:

1. A delineation of the geographic service areas assigned to individual State Colleges for the current academic year. (Appendix C)
2. A list of communities not served with reasonable frequency by the State Colleges during the past three to five years. (Appendix D)
3. A description of the basic foundation study programs approved for all California State Colleges. (Appendix E)
4. Other approved programs offered by the State Colleges during 1964–65 in applied fields, professions and specialized science areas. (Appendix F)

The service areas presented by the State Colleges were determined by the State Committee to be appropriate. The State Committee also determined that the areas included communities which had been served with reasonable frequency during the past five years and that the undergraduate and graduate degree programs approved for individual State Colleges constituted an adequate list of the strengths and capabilties of each College.[19]

The intention of the State Committee is that geographic service areas should change as State Colleges change. An annual review of proposed changes will be an important function of the State Committee. Further, the initial establishment of boundaries in terms of locations served with reasonable frequency in the past five years does not mean that subsequent boundaries necessarily must be determined by the same criterion. This criterion was used so that planned coordination could begin. Future proposals for changing boundaries should be judged in terms of broad public policy about California's needs for continuing education.

CONCLUSIONS

1. The extent of credit courses offered off campus should be determined by need and by the ability of the institution to provide courses consistent with high standards of excellence.

2. Students who enroll for college credit should be admitted into a system of advisement and counseling.

3. Extension instructors should have the same qualifications as teachers of on-campus classes, and appointment of extension instructors should be approved by appropriate departments of instruction.

4. Off-campus courses should be held for periods of time equivalent to on-campus courses and should be provided with comparable facilities and materials.

5. The functions of the State Committe on Continuing Education are to establish local committees where necessary, hear and act upon jurisdictional and functional disputes, gather data on continuing education, review continuing education needs of California, assess current programs to determine if needs are being met and make recommendations to the Coordinating Council for Higher Education.

6. The functions of regional committees on continuing education are to plan and coordinate continuing education programs on the local level, hear and act upon local disputes, determine continuing education needs in the regional area, refer suggestions for effective statewide coordination of continuing education to the State Committee and discuss and resolve mat-

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[17] *Ibid.*, p. 32.

[18] "The Concept of Service Areas and the Regional Nature of the California State Colleges," Office of the Chancellor of the California State Colleges, December 12, 1963, p. 1.

[19] In effect, therefore, California has already accomplished what Minnesota, for example, recently recommended for consideration, i.e., "exploring the possibility of dividing the state into several regions for the purpose of off-campus instruction, with one institution responsible for initiating programs within its own region." Arden Hesla, "Off-Campus Classes in Minnesota," *The New Campus*, Association for Field Services in Teacher Education, Spring 1965, p. 7.

ters delegated from the State Committee to the regional committee.

7. Regional committees should be formed or strengthened wherever a need is apparent for coordination of continuing education programs at the local level.

8. In order to ensure that extension offerings in the State Colleges are as nearly like offerings in the regular college program, statewide guidelines for State College extension services should be reviewed and updated. The statewide policies of the University and State Colleges should be updated to include recommendations of the State Committee on Continuing Education and Coordinating Council for Higher Education.

9. Service areas of the State Colleges are helpful in delineating the regional responsibilities of each college. These service areas should remain flexible and should be revised periodically as needed in order to reflect the growth and changing character of areas in relation to each State College.

RECOMMENDATIONS OF THE STATE COMMITTEE ON CONTINUING EDUCATION

1. With regard to statewide standards in continuing education, the State Committee on Continuing Education recommends that:

The Coordinating Council for Higher Education request the University of California, the California State Colleges and the California public Junior Colleges to implement the following policies:

- *a. The extent of credit courses offered off-campus should be determined by need and by the ability of the institution to provide courses consistent with high standards of excellence.*
- *b. Students who enroll for college credit should be admitted into a system of advisement and counseling.*
- *c. Extension and continuing education instructors should have the same qualifications as teachers of on-campus classes, and appointment of continuing education and extension instructors should be approved by appropriate departments of instruction.*
- *d. Off-campus courses should be held for periods of time equivalent to on-campus courses and should be provided with comparable facilities and materials.*

2. With regard to regional committees on continuing education, the State Committee on Continuing Education recommends that:

The Coordinating Council for Higher Education request the California State Colleges, the California public Junior Colleges and the University of California to cooperate with the Council staff and the State Committee on Continuing Education in their efforts to form or strengthen regional committees to provide coordination of continuing education programs at the local level.

3. With regard to extension guidelines and policies, the State Committee on Continuing Education recommends that:

The Coordinating Council for Higher Education request the California State Colleges to review and update their statewide guidelines for extension services to ensure that extension offerings are as nearly like offerings in the regular college programs as possible, and request the University of California and the California State Colleges to update their statewide extension policies to include recommendations of the State Committee on Continuing Education and Coordinating Council for Higher Education.

4. With regard to service areas of the State Colleges, the State Committee on Continuing Education recommends that:

The Coordinating Council for Higher Education request the California State Colleges to revise their service areas, as necessary, in order to reflect the growth and changing character of areas in relation to each State College.

SECTION IV

FINANCE OF CONTINUING EDUCATION PROGRAMS

CAPITAL OUTLAY FOR EXTENSION

On November 26, 1963, the Coordinating Council for Higher Education stated:

> It is noted that some $4.8 million of State funds for the University Extension land acquisition and facilities are contained in succeeding years of the tentative five-year program. This raises policy questions as to the extent, if any, State funds should be appropriated for purchase of land or construction of Extension facilities for the University and State Colleges in terms of the long-range continuing education needs of adults in California, and programs to be provided by such facilities and the extent that such facilities can be funded from other sources including student fees. Accordingly, it is appropriate to refer these questions to the State Committee on Continuing Education for study and recommendation to the governing boards and to the Council, and to defer action on State funding of such proposals until the study is completed.

The basic question considered during the past year by the State Committee on Continuing Education was whether or not State funds should be used to provide facilites for extension services. The traditional policy of the Regents of the University of California has been to provide facilities for the staff of University Extension. The State Committee discussed, therefore, the appropriateness of State support for capital outlay for extension facilities and identified four categories of extension facilities: (1) extension administrative office space on or near campuses of the University or State Colleges, (2) general extension centers as defined by the Coordinating Council, (3) conference residence centers and (4) other extension facilities. The State Committee subsequently supported University Extension proposals for State funds to construct office space for University Extension in the vicinity of the University of California at Los Angeles.

Subsequent University proposals did not include requests for funds for office space near the Los Angeles campus but did include a proposal for State finance of site purchase for 1965–66 for a Los Angeles Downtown Center. In a related area, capital outlay requests for 1965–66 of the State Colleges included funds for working drawings for construction of a classroom building for the San Diego State Off-Campus center near Imperial.

In view of these proposals, the Coordinating Council on November 24, 1964, made the following statement:

> *University Extension and Off-Campus Centers:* The matter of State support for funding such projects has been referred to the State Committee on Continuing Education for study and recommendation to the governing boards and to the Council. Accordingly it is appropriate to defer these projects until the study is completed.

The above action was taken in view of the action of the previous year when the general subject of capital outlay for extension purposes had been referred to the State Committee for its study and advice.

The State Committee used the following guidelines in making a determination on the matter:

1. The objective of the State Committee on Continuing Education is to encourage development of a coordinated, viable pattern of continuing education programs at all areas of the state. No action of the State Committee should be intended to discourage the orderly growth of continuing education programs in areas of need.
2. Continuing education programs for the most part by their nature and objectives do not necessarily require a continuity of offerings and location for offerings as do other more formal educational programs.
3. The principle has been well established for University and State College extension programs that the students pay all, or nearly all, costs of education, and, in some instances, high school and Junior College continuing education programs require some financial contribution from the student.
4. Demands that the State provide funds to operate higher education programs have been such that extensive bond financing has been sought in recent years for capital outlay not only for the University and State Colleges, but for the Junior Colleges as well. State funding for extension facilities reduces this pool of funds either directly or indirectly.
5. There may be a point reached when an extension center takes on the character of a full-fledged collegiate institution; while this is not inherently poor from an educational standpoint, it is clearly not the accepted pattern for establishing additional centers in California.

These guidelines imply a priority of the regular student over the non-regular student. The factors of fees and applicability of credit earned set apart the University and State College extension student from other students in each segment. In practice, these students are treated as a special case.

The distinction at the Junior College level is not as clear either in the sharing of financial burden or the applicability of credit. The Junior College has a major function in assisting full-time students in setting their personal goals, and this function has been carried over to students in programs essentially continuing education in nature. The continuing education function has been built into the Junior College program, and Junior College facilities have been provided through public support for the total program. Thus it may be said that Junior Colleges, with regard to continuing education programs, traditionally have received special treatment in matters of public policy. The reasons for this special treatment include the level of programs offered, the community college concept, and training in basic skills at the Junior Colleges.

Conclusions

1. A distinction has been made traditionally to set apart the financing of University and State College extension programs and students from students of other higher education programs.
2. A parallel situation does not exist in the Junior Colleges.
3. The State Committee determined, therefore, that the State clearly should contribute to providing facilities for the administration of extension programs, but in view of recent and pending federal programs it is as yet unclear as to the extent of the role extension programs will be called upon to fulfill in the future, and consequently State support for capital construction of extension facilities might be appropriate.[1]

JUNIOR COLLEGES

In the long-range plans for providing opportunities in higher education to the people of California provisions for adequate state support of adult education services be assured. However, in this determination of what the state should support, effort be made to differentiate between those enrollees who are pursuing a stated planned program with definite occupational or liberal education objectives, and those who are enrolling in single courses for which matriculation or prerequisites are absent.[2]

State Support

The program through which support is provided to Junior Colleges includes these elements: (1) each Junior College district is assured a minimum amount of State support, (2) each Junior College district must make a reasonable effort to support its Junior Colleges through a local tax levy, and (3) each Junior College district will receive from the State an additional sum to bring the total support to a level necessary to operate an adequate program.

State financial support for Junior College current operations is authorized under provisions of the State Constitution and provided through a foundation program established by statute. Through the foundation program each Junior College district is assured a certain amount of State support ("basic aid"); some districts may, under certain conditions, receive additional State support ("equalization aid").

The amount of "basic aid" and "equalization aid" received by a Junior College district is determined by the number of units of student attendance or "average daily attendance" (A.D.A.).[3] Basic aid is computed for the A.D.A. of all students, but equalization aid, if provided, is computed only for the A.D.A. of certain categories of students.

Units of A.D.A. are accumulated separately from the attendance of: (1) those students over 21 years of age who are enrolled in fewer than ten class hours per week ("adults") and (2) all other students ("minors"), even though this category includes those students over 21 years of age who are enrolled in more than ten class hours per week. In both categories A.D.A. is accumulated separately for resident and non-resident students.

Junior College districts are assured State support (basic aid) in the amount of $125 for each unit of total A.D.A. of the district. Equalization aid is provided only for A.D.A. derived from residents. Moreover, the equalization aid for resident adult A.D.A. is at a lower unit rate than for resident minor A.D.A.

A.D.A. of Resident Minors

The A.D.A. of resident minors accounts for the larger share of the resident A.D.A. of a district (78.8% of the total statewide resident units of A.D.A. were so classified in 1963–64). Equalization aid is received for this A.D.A. if the financial resources of the district, along with State basic aid for resident minor A.D.A., does not produce the funds considered necessary for an "adequate educational program."

At the present time the cost of such a program for resident minors has been determined by legislative action to be $600 for each unit of their A.D.A. This cost, known as the "foundation amount," was increased from $425 to $543 in 1961, to $570 in 1963, and to $600 in 1964. This cost is based upon an estimate of the average total current expense of education per unit of total A.D.A. To determine the exact amount of equalization aid, if any, a district will receive for its resident minors the $125 per unit of A.D.A. provided by the State, as basic aid is added to an amount per unit of A.D.A. (of resident minors) contributed by the district. The district's contribution per unit of A.D.A. is determined by applying a computational tax of 25¢ against the assessed valuation of the district and dividing the amount by the resident minor A.D.A. If this total (basic aid plus the district's contribution) does not equal the foundation amount of $600, the difference (equalization aid) is provided by the state for each unit of the district's resident A.D.A.

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[1] Minutes of the State Committee on Continuing Education, March 9, 1965, p. 2.

[2] *Master Plan*, p. 13.

[3] One unit of A.D.A. is equivalent to one student in attendance 15 class hours each week during the year.

Equalization Aid for A.D.A. of Resident Adults

Equalization Aid for A.D.A. of resident adults is received if the financial resources of the district, along with the basic aid provided by the State for the A.D.A. of resident adults, does not produce funds equal to $490 ($480 in 1963) for each unit of their A.D.A. This $490 is the foundation amount for resident adults. To determine the exact amount of equalization aid, if any, the district will receive for the A.D.A. of these resident adults $125 per unit of their A.D.A. provided by the State, as basic aid is added to an amount per unit of A.D.A. of resident minors contributed by the district. The district's contribution is determined by the application of a computational tax of 24¢ against the assessed valuation of the district. If this total does not equal $490, the difference (up to $105) is provided by the State as equalization aid for each unit of the A.D.A. of resident adults. The total State aid for resident adults, however, may not exceed $230 ($220 in 1963) times the current in-district adult A.D.A.[4]

In the fiscal year 1963–64 the California foundation program supported Junior College districts by approximately $41.3 million. Basic aid amounted to $30.75 million, or 74.4%, and equalization aid amounted to $10.59 million, or 25.6%. State support by type of student is shown in Table 9.

The future of continuing education is directly tied to the level of State support for adults attending Junior Colleges. In defining adults as students over 21 enrolled in less than 10 units, it was the intent of the Legislature to provide less State support for adult education. In Junior Colleges, this policy is accomplished by a lower apportionment of adult A.D.A. than for non-adult A.D.A. The foundation program for resident minor A.D.A. is $600, but for resident adult A.D.A. it is only $490, with a maximum entitlement of $230 coming from State support. This difference takes on special importance in view of the fact that the cost of graded classes is considerably higher than the cost of non-graded classes, and that there are three times as many "adult" students in graded as compared with non-graded classes. The result is a significant reduction in the level of State support for the entire Junior College program.

TABLE 9

Average Daily Attendance and State Support of Junior Colleges 1963-64

Type of Student within Type of Class	Junior Colleges, 1963–64			
			State Support	
	Average Daily Attendance	Cost of Class [a]	Amount [b]	As a Percentage of Cost of Class
Graded Classes	235,023	$580.73	--	--
Adults [c]	41,381	--	$135.27	23.29%
Minors [d]	193,642	--	176.57	30.40%
Nongraded Classes [e]	10,972	$421.89	--	--
Adults [c]	9,296	--	$135.27	32.06%
Minors [d]	1,676	--	176.57	41.85%

SOURCE: Tables 1 and 2, Appendix H.

[a] Current expense per unit of A.D.A. (Table 2 of Appendix H).

[b] State aid per unit of A.D.A. rounded to nearest dollar. (Table I of Appendix H).

[c] Students over 21 years taking less than 10 class hours per week, Education Code, Sec. 6352.

[d] Students over 21 years taking more than 10 class hours per week are counted with the minors.

[e] Classes for adults.

If State aid for "defined adults" were the same as for minors, the overall level of State support for Junior Colleges, of course, would be substantially increased.[5]

On a statewide average, approximately 25% of the operational costs and a total of $30 million in capital outlay costs have been provided by the state. Junior Colleges, therefore, are largely financed locally.

Tuition

There are no tuition fees for any California resident full-time students enrolling in California public Junior Colleges. Adults who attend college part-time may be charged a tuition fee. All out-of-state students have been charged a fee of $154 per semester since July 1, 1964. Foreign students may also be charged a tuition fee.

UNIVERSITY OF CALIFORNIA

Budget for Current Operations

The total expenditures for University of California Extension in 1963–64 were $10,282,341. In 1964–65 estimated expenditures were $11,549,028, an increase of $1,266,687. Proposed expenditures for 1965–66 are $12,807,937, an increase of $1,258,909 over 1964–65. Salaries and wages were the largest expenditures in University Extension and increased in 1964–65 over 1963–64 by $114,791: $6,252,796 in 1963–64 as compared with $6,367,587 in 1964–65. Total number of full-time and part-time positions increased by 20.7%: 1,060.99 in 1963–64 and 1,081.69 in 1964–65.

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[4] CCHE, *A Consideration of Issues Affecting California Junior Colleges*, No. 65-1 (January 1965), p. 30.

[5] *Ibid.*, p. 30.

University Extension budget and extent of State support from 1960–61 to 1965–66 are shown in Table 10 below.

State Support

Although University Extension receives most of its funds from student fees, the State provides part of Extension costs. State support has been supplemented by Extension income since 1912 and has varied from a high of 16.07% of the Extension budget in 1958–59 to 8.76% in 1959–60, 9.03% in 1960–61, 10.14% in 1961–62, 9.4% in 1962–63, 18.6% in 1963–64 and 7.9% in 1964–65.

The rationale for State support of University Extension programs stems from the recognized need to provide for "ready-to-serve" costs which permit the University of California to maintain a statewide organization able to offer a full range of continuing education programs. Although University Extension is not the only educational segment in California offering continuing education programs, the ability of the University to assess the needs of professional groups throughout the state and to mount the programs required are reasons for the special consideration given to Extension operations.

University Extension Centers

Comparisons of registration by major academic disciplines for the Los Angeles and San Francisco University of California General Extension Centers are shown for the three-year period of 1962–64 in Table 11.

Inventory of University-owned Extension land and facilities is as follows:

1. Temporary administration buildings on the University of California, Los Angeles campus: Army barracks buildings were purchased in 1947–48 and renovated and equipped with Extension funds totaling $118,000.
2. San Francisco University Extension Center: The former San Francisco State College campus was given to the University by the State in exchange for the building at 540 Powell Street which had been purchased originally with Extension funds. Enrollment capacity exclusive of the gymnasium is 2,100 student stations.
3. Arrowhead Residential Center: Originally leased in 1957, the 38 acres have now been given to the University. The Center can accommodate 120 students and a staff of 15.

TABLE 10

University Extension: Budgets and Extent of State Support
1960–61 to 1965–66

	Actual 1960–61	*Actual 1961–62*	*Actual 1962–63*	*Actual 1963–64*	*Budgeted 1964–65*	*Proposed 1965–66*
State Support	654,254	817,150	855,656 [a]	885,741 [b]	878,527	1,107,264
Total Income [c]	7,244,193	8,056,510	9,149,050	10,282,341	11,113,027	12,301,936
State Support as a % of Total Income	9.0%	10.1%	9.4%	8.6%	7.9%	9.0%
Cost of Operations [d]	7,714,171	7,346,314	8,632,529	10,276,300	11,114,027	12,302,936
State Support as a % of Cost of Operations	8.5%	11.1%	9.9%	8.6%	7.9%	9.0%

SOURCE: University of California Budget for Current Operations (1960–61 report through 1965–66 report).

[a] Includes special medical appropriations.
[b] Includes special medical and Governor's conference.
[c] Includes fee income and state support only.
[d] Figures shown vary from totals shown in Regents' and Governor's Budget. Figures do not include auxiliary programs (i.e., Lake Arrowhead Center, repertory theater and real estate program).

TABLE 11

University Extension Centers—Registration by Disciplines
1962–64

	Los Angeles Center			*San Francisco Center*		
Discipline	*1961–62*	*1962–63*	*1963–64*	*1961–62*	*1962–63*	*1963–64*
Business Admin.	7,043	8,609	8,770	2,004	1,758	2,322
City & Reg. Planning				163	23	252
Dentistry	892	1,073	931			
Education	1,291	1,347	1,315	324	272	1,670
Engineering	763	800	896	1,249	1,490	1,469
Jurisprudence				3,919	2,421	3,266
Liberal Arts	990	1,163	1,039	3,020	3,170	4,647
Medicine		24	2			
Physical Sciences	658	759	804			
Social Sciences	951	990	1,122			
Social Welfare				391	416	217
Other				347	104	296
Total	12,588	14,765	14,879	11,417	10,194	14,109

SOURCE: University of California Extension.

4. Berkeley: The former Farm Bureau Building at 2223 Fulton Street was purchased in 1959 for $750,000 from State funds and is partially used for some of the offices of University Extension at Berkeley.
5. Sunnyvale: A gift of 3.5 acres was made to the University in 1960. Additionally, 4 acres were purchased in 1963 for $95,000 with Extension funds. Plans for construction are indefinite pending funding.
6. Downtown Los Angeles University Extension Center: A building at 11th Street and Grand Avenue has been purchased with Extension funds and replaces formerly leased space on Hill Street.

A Sacramento Center to contain 10,000 square feet has been planned. Capital outlay requested from the State is $426,000, of which $101,000 is allocated for purchase of land. The planned capacity is for 480 student stations.

Long-range plans include the possible purchase of a residential center near Santa Rosa and construction of University Extension Conference Centers on Berkeley, Los Angeles and San Francisco campuses with non-State funds. A University Extension general office building is also needed adjacent to the University of California, Los Angeles campus.

Total student class hours of usage in 1963–64 are estimated to be 637,200 hours at the Los Angeles Extension Center and 412,816 at the San Francisco Extension Center.

STATE COLLEGES

Costs for extension services of the State Colleges are supported entirely by student fees.

Budget for Current Operations [6]

Statewide. In 1963–64 the State Colleges' expenditures for extension services were $980,126; income amounted to $1,185,091; therefore, the sum of $204,965 reverted to the California General Fund. Estimated expenditures in 1964–65 are $940,636, almost $40,000 less than 1963–64 costs. Income for 1964–65 is estimated at $963,542; therefore, $22,906, a much smaller figure than that for 1963–64 will revert to the General Fund.

Proposed expenditures for 1965–66 State College extension services are $771,592 for authorized positions, $181,465 for proposed new positions and $137,281 for operating expenses, totaling a proposed expenditure of $1,090,338, which is almost $150,000 greater than 1964–65. With these proposed costs, an income from student fees in 1965–66 is estimated at $1,121,722, leaving a figure of only $31,384 to revert to the General Fund.

Individual Colleges. The largest expenditure in 1963–64 for authorized extension positions in the State College was $243,189 at San Francisco State College. The next was San Jose State College with costs of $157,932. Third was San Diego, $92,088. Among the lowest extension costs were $2,707 at the San Luis Obispo campus of Polytechnic College, almost $13,000 at Humboldt and approximately $15,000 at Long Beach. Estimated 1964–65 expenditures for authorized positions, however, are lower: approximately $230,048 for San Francisco, $145,000 for San Jose, $69,000 for Los Angeles and $53,000 for San Diego. Proposed expenditures for 1965–66 are shown in Table 12.

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[6] Source: Department of Finance.

TABLE 12

Expenditures of State College Extension Services

1963–64 to 1965–66

California State Colleges	Actual 1963–64 Authorized Positions	Estimated 1964–65 Authorized Positions	Proposed 1965–66 Authorized Positions	Estimated 1964–65 Proposed New Positions	Proposed 1965–66 Authorized Positions	Actual 1963–64 Operating Expenses	Estimated 1964–65 Operating Expenses	Proposed 1965–66 Operating Expenses	Actual 1963–64 Reimbursements	Estmated 1964–65 Reimbursements	Proposed 1965–66 Reimbursements	Actual 1963–64 Totals	Estimated 1964–65 Totals	Proposed 1965–66 Totals
Chico	$22,079	$18,000	$18,000	$4,700	$5,000	$5,113	$7,000	$7,000	$−31,819	$−30,000	$−30,000			
Fresno	66,726	46,498	47,004	--	37,520	11,985	9,200	15,000	−89,694	−58,924	−102,886			
Fullerton	19,671	22,500	22,500	--	--	310	400	400	−23,518	−22,900	−22,900			
Hayward	18,061	17,803	17,803	--	--	4,079	1,000	500	−7,973	−18,803	−18,803			
Humboldt	12,972	15,740	15,803	--	2,956	1,200	1,200	1,200	−16,260	−17,044	−20,065			
Long Beach	15,270	12,126	12,126	--	3,144	--	--	--	−15,270	−15,270	−15,270			
Los Angeles	90,316	69,056	69,769	--	--	13,076	13,000	12,216	−108,365	−82,283	−82,229			
Palos Verdes	--	--	--	--	--	--	--	--	--	--	--			
Sacramento	59,904	67,250	67,488	--	12,940	16,274	19,302	26,000	−105,023	−86,993	−113,866			
San Bernardino	--	--	--	--	--	--	--	--	--	--	--			
San Diego	92,088	52,970	53,226	24,848	24,848	17,374	11,000	11,000	−139,815	−89,262	−89,584			
San Fernando Valley	27,138	30,125	30,125	--	29,200	5,853	3,000	6,800	−25,200	−33,125	−66,125			
San Francisco	243,189	230,048	231,944	--	35,745	19,180	23,270	25,000	−366,862	−261,378	−304,353			
San Jose	157,932	144,619	145,412	20,411	21,779	19,557	20,300	21,315	−195,428	−187,069	−195,140			
Sonoma	29,702	25,592	25,592	7,728	8,333	7,173	5,650	9,350	−40,170	−44,201	−44,201			
Stanislaus	--	14,800	14,800	--	--	575	1,500	1,500	−16,230	−16,300	−16,300			
California State Poly														
San Luis Obispo	2,707	--	--	--	--	622	--	--	−3,514	--	--			
Kellogg-Voorhis	--	--	--	--	--	--	--	--	--	--	--			
Number reporting	(14)	(14)	(14)	(4)	(10)	(14)	(13)	(13)	(15)	(14)	(14)			
Sub-totals	$657,755	$767,127	$771,592	$57,687	$181,465	$122,371	$115,822	$137,281	$−1,185,091	$−963,542	$−1,121,722	+$204,965	+$22,906	+$31,384

SOURCE: Department of Finance.

State College Extension Surplus Funds. The foregoing figures point up the fact that the current policy of requiring all extension surplus funds to revert to the General Fund does not permit State Colleges to administer many risk programs or unique offerings. Although the State Colleges should not necessarily compete with the University of California Extension in offering unique experimental statewide continuing education programs, there would be educational value in some limited State College participation in these types of programs. Such participation could be accomplished by permitting State Colleges to retain extension surpluses for the purpose of expenditure of risk capital.

Such additional expenditure would permit State Colleges to mount modest programs needed by groups such as experimental teacher education seminars and conferences. At the present time State College Extension departments are unable to risk the creation of a unique program, particularly toward the end of the fiscal year. Retention of surplus funds by the State Colleges would also strengthen the coordination effort of the Statewide Coordinator of Extension by permitting that office to allocate surplus funds to State Colleges on the basis of evidence of need for specialized and unique courses.

Since most of the participants in State College extension programs are public employees, primarily public school teachers, most State Colleges offer extension programs in response to requests of county school offices and the clinetele itself. Administration costs for State College extension services, therefore, are not as great as those for University Extension. Since University Extension operates a statewide system as contrasted with the regional areas of the State Colleges, the University rather than the State Colleges will continue to offer the bulk of unique and institution-initiated extension programs.

Despite these recognized separate and distinct functions of these two segments, however, there is no question but that some extension administrative costs are necessary in the State Colleges. Furthermore, an important educational need would be met, without competing with the University, by permitting State Colleges to mount a modest but necessary number of programs from risk capital.

On June 25, 1963, the Coordinating Council adopted the following recommendation:

> The Trustees of the California State Colleges should be permitted to retain surpluses developed in the operation of the various State College extension programs; such funds to be apportioned on a statewide basis to areas of greatest need.[7]

Since the Council's recommendation has not been adopted or implemented by appropriate State officials and since a need continues to exist for this recommendation to be implemented, the State Committee on Continuing Education has recommended that the Coordinating Council reaffirm its 1963 position on retention of surplus extensions funds by the State Colleges.

CONCLUSIONS

1. The State should contribute financially in providing facilities for the administration of extension programs.
2. The State should continue to support part of the costs of operation of University of California Extension.
3. The State Colleges should be permitted to retain surplus funds from extension operations.

RECOMMENDATIONS

1. The State Committee on Continuing Education recommends that:

> *State funds should properly be used to provide physical facilities for administration of extension programs of the California State Colleges and University of California, and that*
>
> *While conditions existing until recently indicated the desirability of seeking non-State funds for providing extension instructional facilities, recent and proposed federal legislation indicating an opportunity for greater effort at the State level causes the State Committee on Continuing Education to recommend that it continue its study of State support for physical facilities for extension in terms of subsequent evaluation of the above-mentioned federal programs.*

2. The State Committee on Continuing Education recommends that:

> *The Coordinating Council for Higher Education reaffirm its position of June 25, 1963, that: "In view of the scope, purpose and role of University Extension, State support should be accorded to University Extension for those functions directly related to maintenance of the unique statewide character of Extension programs. Costs to be borne by the State should bear a relationship to the overall Extension budget substantially similar to that obtaining in the 1962-63 Budget. The balance of costs not supported by the State shall be supported through fees charged students.*

3. The State Committee on Continuing Education recommends that:

> *The Coordinating Council for Higher Education reaffirm its position of June 25, 1963, that: "The Trustees of the California State Colleges should be permitted to retain surpluses developed in the operation of the various State College extension programs; such funds to be apportioned on a statewide basis to areas of greatest need."*

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[7] See Appendix I and recommendation on restricted funds of the State Colleges, *CCHE Budget Report to the Legislature, 1964* (February 1964), pp. 24-25.

FEDERAL HIGHER EDUCATION ACT OF 1965

The Federal Higher Education Act of 1965 contains a provision in Title I for support for extension programs in certain specified areas. Under the formula, grants are to be supplemented by matching funds on a sliding scale. A State Plan is to be involved in such a program, and which the Coordinating Council has been designated to administer. The State Committee on Continuing Education, augmented as appropriate, may be designated as the advisory committee to the Council on the program.

Provisions of Title I are as follows:

Title I authorizes $25 million for fiscal year 1965–66 and $50 million for each of the next two years to assist in the solution of community problems in such areas as housing, poverty, government, recreation, employment, youth opportunities, transportation, health, and land use. States must designate a State agency or institution broadly representative of higher education in the state to administer community service programs developed under this title.

A community service program is defined as an educational program, activity or service, including a research program and university extension or continuing education offerings, which is designed to assist in the solution of community problems in rural, urban or suburban areas, with particular emphasis on urban and suburban problems, where the institution offering such program, activity, or service determines—

(1) that the proposed program, activity, or service is not otherwise adequately available, and

(2) that the conduct of the program or performance of the activity or service is consistent with the institution's overall educational program and is of such a nature as is appropriate to the effective utilization of the institution's special resources and the competencies of its faculty.

When course offerings are involved, they must be fully acceptable toward an academic degree, or of college level as determined by the institution offering such courses.

A National Advisory Council on Extension and Continuing Education will be appointed by the President. Its main purpose will be the elimination of duplication, and the coordination of programs under this title and other programs of extension or continuing education.

Federal funds will cover 75% of the costs of the program in fiscal 1966, 75% in fiscal 1967 and 50% in fiscal 1968. Up to 5% of the expenditures for which Federal payments are made, or $25,000, can be used for developing and administering the State plan. The amount appropriated for 1965–66 is $10,000,000 with the estimated California share being $600,000.

Presenting the American Council on Education viewpoint and also speaking for the Association of American Colleges, President Elvis J. Stahr of Indiana University provided the following testimony before the Senate Education Subcommittee regarding the bill, S600:

> Within the limits of their resources, institutions such as my own have been able on a statewide basis to provide extension and continuing education in fields other than agriculture and homemaking; but we are not always able to reach the people who most need continuing education, partly because our resources are limited, and partly because the people cannot afford the time or money necessary to take part in a special institute or short course. The funds that would be provided under Title I of S600 would make it possible for institutions to develop new approaches to persistent community problems and to involve more people in institutes and short courses than is presently possible.[1]

Legislation such as Title I will indeed assist California higher education organizing and providing in systematic ways for the continuing education of adults and solution of community problems. Title I will also help to establish the concept that continuing education is an important part of the United States concern for adequate education to meet the needs of adults beyond their education in secondary schools and institutions of higher education during their earlier years. In defense of federal legislation to assist higher education, Congresswoman Edith Green has asserted that higher education is no longer merely a private matter; it is a public matter.[2]

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[1] *Higher Education and National Affairs,* vol. XIV (April 2, 1965), p. 3.

[2] "Hitherto, higher education has traditionally been considered a private matter—an affair to be determined entirely by the individual and his or her parents. This can no longer be considered as a private matter. Rather it should be regarded as a matter of public policy and thereby of urgent national and local concern." "The Federal Role in Education," *Education and the Public Good* (Cambridge: Harvard University Press, 1964), p. 13.

The purpose of Title I is to assist in the solution of community problems, including "housing, poverty, government, recreation, employment, youth opportunities, transportation, health and land use." Such problems could be approached in creative ways in California and citizens could be trained to cope with emerging community needs and initiate and plan courses of action with the assistance of financial resources from Title I.

The Council is aware of the impact that Federal legislation will have upon higher education in California and is continually seeking ways to make the most effective use of the funds that are made available. As the Federal Government is requiring the appointment of State Commissions for the development and administration of State Plans in respect to Title I of the Higher Education Act of 1965 as well as other legislation affecting higher education, the Council approved a resolution on June 29, 1965 requesting the governor to designate the Coordinating Council to serve as the State Commission whenever Federal legislation would affect two or more segments of higher education in California. The resolution read as follows:

WHEREAS, The Coordinating Council for Higher Education is broadly representative of public and private higher education and the general public, and

WHEREAS, The Coordinating Council has been designated by *Education Code* Sections 22700, 22752-22755 to serve as the State Commission for the purpose of Title I of the Higher Education Facilities Act of 1963, and

WHEREAS, It is possible that future federal legislation may require the appointment or designation of a State Commission broadly representative of the general public and higher education to prepare and/or administer State Plans affecting all higher education, now therefore be it

Resolved, That the Coordinating Council request the Governor that whenever federal legislation requires the preparation and/or administration of a State Plan which will affect two or more segments of higher education, that the Governor designate the Coordinating Council to serve as the State Commission for that purpose.

SECTION VI

CONCLUSION

This report on adult education and extension programs has traced the efforts to coordinate continuing education in California since the Coordinating Council authorized the State Committee on Continuing Education in 1963. As the population expands toward a probable figure of 28 million by 1980 and as the number of adults continues to increase, continuing education will play an increasingly significant role in higher education in California. These increases, however, should be cause for intensified planning, not for panic and alarm. Some educators, like President Clark Kerr,[1] look positively upon these growths and needs and are studying ways to fill these "new roles for education." As Congresswoman Edith Green has said, educators must plan an education system "far in excess of any scope imaginable."[2]

But in order to know where we are going, we must first determine where we are. Therefore, findings have been used in this report from the segments and from State agencies to illustrate the status of continuing education in California today, not only in terms of number and types of classes and students, but also in terms of financing, salaries and growth potential.

University of California Extension continues to mount a large number of unique programs and to shift gradually from emphasis on courses offering degree credit to professional and postgraduate courses and certificate programs. Teacher education courses continue to be the bulk of extension offerings of the California State Colleges, although perhaps what is most needed now are new ideas, inventiveness, and creative thinking about the entire field of teacher education.[3] Willard Spalding, for example, has proposed that continuing education for teachers be formalized after the baccalaureate degree is awarded. Each beginning teacher would receive continuing education during his internship.[4] In the meantime, however, overlapping has been held to a minimum, and State College service areas now permit each college to plan its programs without duplicating efforts of other colleges. Junior Colleges continue to provide the greatest number of adult education courses in California.

Continuing education growth trends cited in earlier sections indicate that a high degree of planning in each segment of higher education will be required to provide the faculty and courses that will be demanded in ever-increasing numbers. As Andre Daniere has pointed out, continuing education programs must be adjusted every year.[5] By 1975 University Extension may find a need for approximately 335,000 enrollments. Since that estimated figure is almost 110,000 enrollments greater than 1963, it is obvious that funds, faculty, housing and administrative organization in large doses will be required. Moreover, University Extension's 1963 budget may have to be more than doubled in order to meet the coming onslaught.

As more and more faculty are added to the instructional staffs of the school systems of California and as the need grows for still more teacher training, the State Colleges extension services will be required to mount more and more in-service teacher education and training courses in an ever-growing number of communities, including outlying areas. A faculty shortage exists not only in the regular State Colleges programs, but extension classes also may go a-begging unless qualified staff can be recruited for part-time instruction.

In the Junior Colleges, adult education courses are also taking a sharp upward swing. In 1964 California high schools increased the number of their graduates 21.1% over the previous year. This year high schools will graduate 8.4% more students than the preceding year. And so it goes. By 1975 almost 335,000 young people will be graduated from California high schools, a larger and larger percentage of them going directly to public Junior Colleges. In addition, full-time enrollments in Junior Colleges are going up, and both graded and ungraded adult classes are also increasing.

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[1] "The vastly increased needs for engineers, scientists, and doctors will draw great resources to these areas of the university. . . . This creates new roles for education. . . . and the universities will continue to respond as new professions arise." *The Uses of the University* (Cambridge, Massachusetts: Harvard University, 1963), p. 111.

[2] ". . . the challenges that confront us will require, above all, a carefully planned education program that is without parallel in our history. The task before us is no less than the reconstruction and refurbishing of an education system not only equal to our anticipated requirements but far in excess of any scope imaginable." "The Federal Role in Education," *Education & the Public Good* (Cambridge: Harvard University Press, 1964), p. 10.

[3] Whether changes are necessary in district policies regarding in-service education for teachers is still an open question. James B. Conant believes that "no credit toward the degree should be given for extension courses or courses taken on campus while the teacher is engaged on a full-time teaching job." *The Education of American Teachers* (New York: McGraw-Hill Book Company, 1963), p. 197.

[4] ". . . Each beginning teacher would receive an intern's certificate entitling him to teach only under the general supervision of a college and of a professional teacher. He would receive a regular five-year certificate when his level of performance was adequate for continuing work as a beginning professional. During internship, colleges and school districts can join to provide continuing instruction and demonstration." From an address delivered at the dedication of the new College of Education Building at the University of Illinois, November 6, 1964, and published in "Some Thoughts about the Education of Teachers," *The Educational Forum*, vol. XXIX (March 1965), p. 267.

[5] "While computations . . . provide a useful indicator of future needs for teaching staff and facilities, the actual size and content of adult professional education programs must be adjusted from year to year in response to currently observed needs." *Higher Education in the American Economy* (New York: Random House, 1964), p. 116.

In order to plan for these large numbers of classes, California's educational institutions must cooperate to the fullest extent both within and among the segments of higher education. The Coordinating Council will continue to make recommendations where necessary to the governing boards and to appropriate State officials. The State Committee on Continuing Education will remain as the principal group under the Council to ensure maximum coordination among the segments. During the coming year regional committees on continuing education will be activated and will further assist in coordinating and planning adult education operations and extension programs on a cooperative basis. Statewide continuing education standards will be considered as well as revision of existing guidelines to keep pace with changing patterns of community growth, industrial needs and professional training.

Inasmuch as this report attempts to update continuing education information since 1963, an emphasis was not placed upon historical data or antecedents. Where possible, statewide considerations were stressed rather than individual colleges or campuses. Since the purpose of the Council is primarily coordination, accentuation was placed upon the interactions of growth, offerings and trends of each segment on other segments of higher education in California.

Further studies of the State Committee may be made on current programs which encourage private industries to enter public education. An example is implementation of the new Economic Opportunity Program at Camp Parks by private industry. Such involvement could raise questions of competition for faculty as well as other educational questions. Other studies will be made on the part-time student and on vocational education programs.[6]

Although there is an apparent "affluence and abundance" all around us, educators are becoming increasingly concerned about unemployment, public welfare cases and depressed areas. How can California ensure that there will be no disparity of educational opportunity? "At the center of the crisis is a system of education that is failing to prepare individuals for a new world of work in an advanced technological society."[7] And although we expect the Junior Colleges to fill this need, educators like Leland Medsker are concerned whether Junior Colleges are "measuring up" in providing sufficient occupational education opportunities.[8]

The role of continuing education in vocational education is spelled out by the conclusions of the American Council on Education: (1) education, although not the sole means, is the best means by which the individual and society can adjust to technological change, (2) the new technology has renounced the margin for educational error, (3) the manpower needs in a technological society can be met only through education, (4) occupational education must become a responsibility of society, (5) occupational education is the responsibility of every segment of the education, and (6) continuing education has become necessary for everyone.[9]

This report has made recommendations for the orderly growth of continuing education in California without costly duplication and undue competition. Continuing examinations and studies will be required in order to assess trends, revise functional delineations where necessary and recommend changes in policies and guidelines. While it appears that adequate progress toward creating orderly, efficient and coordinated programs has been made, an annual report on continuing education should be made to review the year's progress and problems and to put the year's efforts in a context with past efforts and future trends.

RECOMMENDATION OF THE STATE COMMITTEE ON CONTINUING EDUCATION

The State Committee on Continuing Education recommends that:

An annual report on continuing education programs be undertaken by the State Committee on Continuing Education to advise the Coordinating Council for Higher Education on progress of coordination of adult education operation and extension programs and to make recommendations in delineation of functions and financing of continuing education by public institutions of higher education in California.

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[6] The projected study of part-time students may bear upon future policies of continuing education in the area of student fees.

[7] Grant Venn, *Man, Education and Work* (Washington, D.C.: American Council on Education, 1964), p. 157.

[8] "It is obvious from the data presented that the two-year college in America is focused more on the transfer than the terminal function. If, then, the institution is adjudged unique solely on the basis of its special services to students who do not transfer, it fails to measure up." *The Junior College: Progress and Prospect* (New York: McGraw-Hill Book Co., 1960), p. 122.

[9] Venn, *op. cit.*, pp. 158–9.

APPENDICES

APPENDIX A

MEMBERS OF THE STATE COMMITTEE ON CONTINUING EDUCATION

Dr. Sidney W. Brossman, Coordinating Council for Higher Education, Chairman of the State Committee on Continuing Education

Dr. Raymond Doyle, Statewide Coordinator of Extension, San Francisco State College[1]

Dr. Edward D. Goldman, Assistant Superintendent of Adult and Vocational Education, San Francisco Unified School District

Dr. Frank L. Kidner, Dean, Educational Relations, University of California[2]

Dr. Alvin Marks, Dean, Institutional Relations and Student Affairs, California State Colleges[3]

Mr. Kenneth R. Rearwin, Vice President, Merrill, Lynch, Pierce, Fenner and Smith

Mr. Harvey B. Rhodes, Vice President, Adult Education Division, Modesto Junior College

Dr. Paul H. Sheats, Dean of University Extension, University of California

Mr. Stanley Sworder, Chief, Bureau of Adult Education, State Department of Education

Dr. Emil O. Toews, Chief, Bureau of Junior College Education, State Department of Education[4]

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[1] Replaced by Dr. Russell L. Riese, Appointed Statewide Coordinator of Extension Programs, California State Colleges, on June 9, 1965.

[2] Replaced by Dr. Eugene C. Lee, Vice President-Executive Assistant, University of California.

[3] Replaced by Dr. Hubert McCormick, Dean of Educational Services and Summer Sessions, Sacramento State College.

[4] Replaced by Dr. Paul F. Lawrence, Associate Superintendent of Public Instruction, State Department of Education.

APPENDIX B

UNIVERSITY EXTENSION REGISTRATIONS THROUGHOUT THE STATE, 1963-64

1. North Coast Area (Counties of Del Norte—152, Humboldt—641, and Mendocino—46), a total of 839.
2. Sacramento Valley Area (Counties of Butte—147, Sutter—469, Tehama—23, Yolo—385, Yuba—83, Sacramento—1946, Amador—62, Calaveras—79, Lassen—21, Nevada—99, Placer—609, and Shasta—228), a total of 4,151.
3. San Francisco Bay Area (Counties of Alameda—20,621, Contra Costa—2,303, Marin—370, San Mateo—2,072, San Francisco—19,809, Solano—103, Santa Clara—2,877, Napa—52, and Sonoma—394), a total of 48,601.
4. South Central Coast Area (Counties of Monterey—914 and Santa Cruz—113), a total of 1,027.
5. San Joaquin Valley (Counties of Merced—136, San Joaquin—169, Stanislaus—411, Tulare—37, Fresno—845, Kern—939, and Inyo—143), a total of 2,680.
6. South Coast Area (Counties of San Luis Obispo—774, Santa Barbara—3,375 and Ventura—2,397), a total of 6,546.
7. Los Angeles Metropolitan Area (West Los Angeles—60,827, Central Los Angeles—25,233, San Fernando Valley—4,537, South Bay—6,810, San Gabriel Valley—4,747, Antelope Valley—420, Catalina Island—197, Southeast Los Angeles County—3,135, Orange—12,561, San Diego—10,423, Riverside—6,687, and San Bernardino—5,104), a total of 140,681. (In addition, there were 306 registrations out of the country.)

SOURCE: University of California Extension.

APPENDIX C

GEOGRAPHIC SERVICE AREA ASSIGNMENTS OF CALIFORNIA STATE COLLEGES, 1964-1965

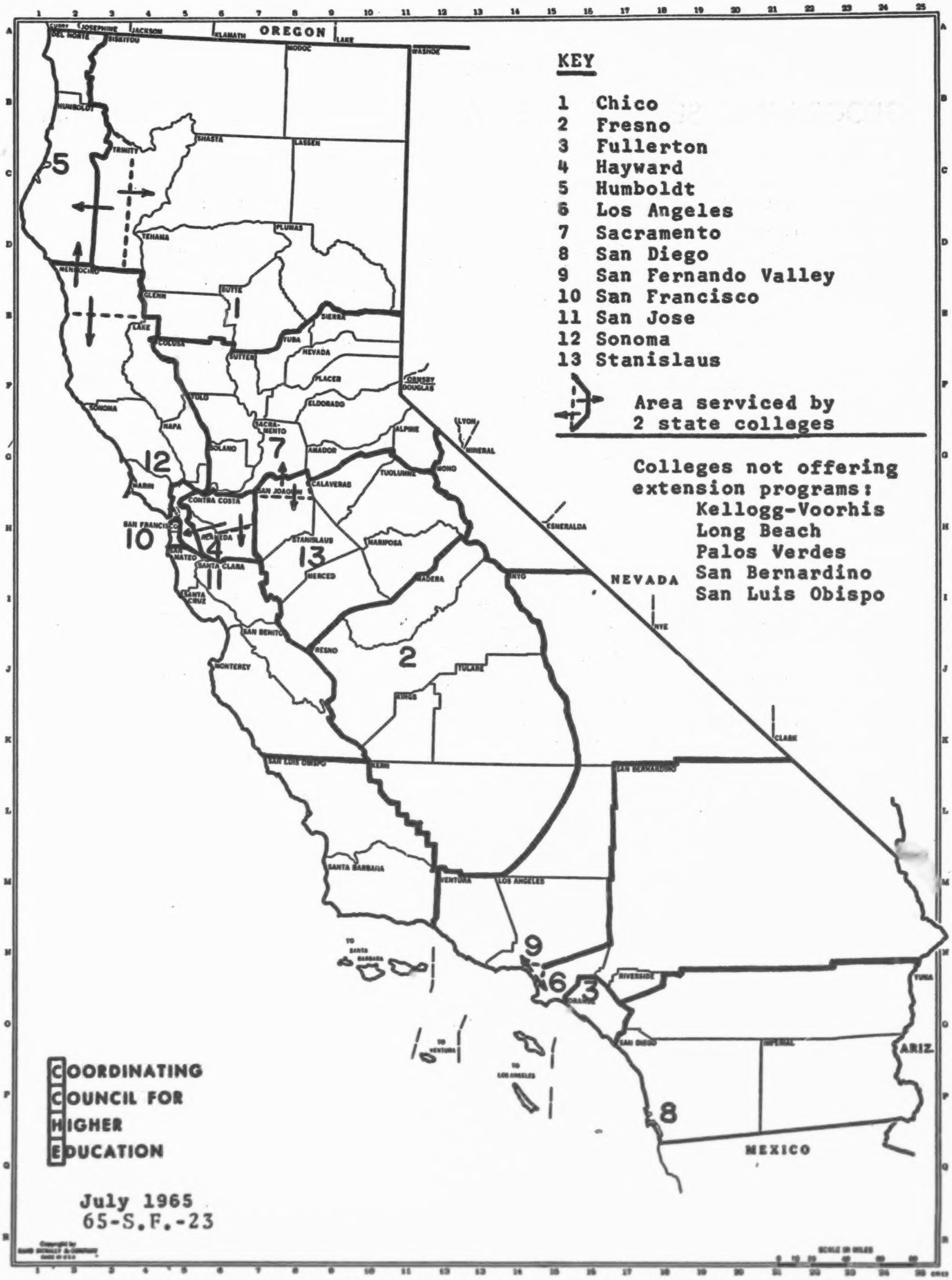
For purposes of program coordination, the following State Colleges have responsibility for extension programs in the service areas designated below:

College	*Service Area (Counties)*
Chico	Butte, Glenn, Tehama, Lassen, Plumas, Shasta, Modoc, Siskiyou, and Trinity (western half of Trinity shared with Humboldt).
Fresno	Madera, Fresno, Tulare, Kings, Kern (west of Tehachapi, including Tehachapi).
Fullerton	Orange
Hayward	Alameda and Contra Costa
Humboldt	Del Norte, Humboldt, Northern Mendocino, Trinity (northern Mendocino in cooperation with Sonoma—western Trinity in cooperation with Chico).
Los Angeles	Los Angeles (south of the Santa Monica and San Gabriel Mts., including Glendale, Riverside and its Metropolitan area) and San Bernardino (until San Bernardino State is in operation).
Sacramento	Alpine, Amador, Colusa, El Dorado, Nevada, Placer, Sacramento, San Joaquin (south to Lodi), Sierra, Solano (north to Fairfield), Sutter, Yolo, Yuba.
San Diego	San Diego, Imperial, Riverside (western part of Riverside County, essentially all but the city of Riverside and surrounding metropolitan area).
San Fernando Valley	Los Angeles (north of Santa Monica and San Gabriel Mts., including Universal City and Burbank—special offerings as requested by Santa Monica, Beverly Hills and Culver City), Ventura, Inyo, and Kern (eastern slope).
San Francisco	San Francisco, San Mateo (north of city of San Mateo), Contra Costa and Alameda (continued operation in coordination with Alameda).
San Jose	Santa Clara, Santa Cruz, San Benito, Monterey, San Mateo (San Mateo—south of city of San Mateo, which is shared with San Francisco).
Sonoma	Lake, Marin, Mendocino (northern section covered by Humboldt), Napa, Solano (dividing line between Vallejo and Fairfield—western section served by Sonoma, eastern by Sacramento).
Stanislaus	Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, Tuolumne.

Established State Colleges not offering
Extension Programs in 1964–65:
California State College at Long Beach
California State Polytechnic College

SOURCE: California State Colleges

CALIFORNIA STATE COLLEGE EXTENSION SERVICE AREAS


OREGON
NEVADA
MEXICO
ARIZ.
KEY
1 Chico
2 Fresno
3 Fullerton
4 Hayward
5 Humboldt
6 Los Angeles
7 Sacramento
8 San Diego
9 San Fernando Valley
10 San Francisco
11 San Jose
12 Sonoma
13 Stanislaus
Area serviced by 2 state colleges
Colleges not offering extension programs:
Kellogg-Voorhis
Long Beach
Palos Verdes
San Bernardino
San Luis Obispo
DEL NORTE
SISKIYOU
MODOC
HUMBOLDT
TRINITY
SHASTA
LASSEN
TEHAMA
PLUMAS
MENDOCINO
GLENN
BUTTE
SIERRA
LAKE
COLUSA
YUBA
NEVADA
SUTTER
PLACER
YOLO
ELDORADO
SONOMA
NAPA
SACRAMENTO
ALPINE
SOLANO
AMADOR
MARIN
CONTRA COSTA
SAN JOAQUIN
CALAVERAS
TUOLUMNE
MONO
SAN FRANCISCO
ALAMEDA
STANISLAUS
MARIPOSA
SAN MATEO
SANTA CLARA
MERCED
MADERA
SANTA CRUZ
INYO
SAN BENITO
FRESNO
MONTEREY
TULARE
KINGS
SAN LUIS OBISPO
KERN
SAN BERNARDINO
SANTA BARBARA
VENTURA
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COORDINATING
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HIGHER
EDUCATION

July 1965
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APPENDIX D

EXTENSION PROGRAMS SERVICE AREAS OF CALIFORNIA STATE COLLEGES–1964

Following is a list of communities which were reported as not served with reasonable frequency by the State Colleges assigned during the past three to five years:

College	*Community/Area*	*Comments*
Chico	Cedarville, Happy Camp	Sparce population and distance from campuses. No record of last offering.
Los Angeles	San Bernardino County east of line drawn through Barstow, Big Bear Lake and Redlands. Coastal Area from Santa Monica to Long Beach, including Santa Monica, Culver City, Inglewood, Lennox, Lawndale, El Segundo, Hawthorne, Torrance, Manhattan Beach, Hermosa Beach, Redondo Beach, Compton, and Palos Verdes.	Area now covered as matter of courtesy agreement with UCLA. Distance and instructor crosstown travel present problems. Palos Verdes will assume responsibility for part of area when established.
Sacramento	Sierra and Alpine Counties.	Scattered population, no demand.
San Diego	Del Mar, Cardiff, Solano Beach, Ramona, Julian, Campo—Mountain Empire School District, Alpine, Palomar Mt. Area.	Sparsely populated areas. Difficult to develop classes. Class in Cardiff contemplated for fall 1964.
San Fernando Valley	Inyo	Population and distance.
San Jose	King City (Monterey County)	Small enrollments. Distance from campus.
Stanislaus	Mariposa	Distance from campus, scattered population, less than 50 teachers in county.

The following colleges reported that there were no communities within their assigned service area which were not served with reasonable frequency during the past three to five years: Fresno, Fullerton, Hayward, Humboldt, San Francisco and Sonoma.

SOURCE: California State Colleges.

APPENDIX E

BASIC FOUNDATION STUDIES OF THE CALIFORNIA STATE COLLEGES–1964

Following is the program of basic foundation studies approved for all State Colleges. The State Committee on Continuing Education assumes that each State College possesses strength in all foundation areas. Some of the approved studies of the newly developing State Colleges have not yet been established. Study programs not yet established are identified below:

Program of Basic Foundation Studies

Humanities	Language Arts, English, Foreign Languages, Speech, Art (General), Drama, Music, Philosophy
Natural Sciences with Math	Chemistry, Physics, Biology, Botany, Geology, Zoology, Mathematics
Social Sciences	Economics, History, Psychology, Political Science, Anthropology, Geography, Sociology
Other Fields	Teacher Education (Elementary, Secondary, Junior College), Business Administration, Physical Education, Health Education

Foundation Studies Not Established—1964

Program	*Colleges*
Junior College Teacher Education	Chico, Fresno, Hayward, Humboldt, San Fernando Valley, Sonoma, Stanislaus
Secondary Teacher Education	Hayward, San Fernando, Stanislaus
Botany	San Fernando Valley
Zoology	San Fernando Valley
Drama	Sonoma
Anthropology	Sonoma
P.E. and Health Education	Stanislaus

SOURCE: California State Colleges.

APPENDIX F

JUNIOR COLLEGE ACTIVE ENROLLMENT IN GRADED COURSES AS OF FALL 1963

Year Level Student Classifications		Day Classes					Extended Day Classes					Total
			Part-Time					Part-Time				
		Full-Time	Def. Adults	All Other Part-Time	Total Part-Time	Total	Full-Time	Def. Adults	All Other Part-Time	Total Part-Time	Total	Full-Time and Part-Time
A. FRESHMEN	Male	56,748	6,535	20,828	27,363	84,111	985	60,112	17,374	77,486	78,471	162,582
	Female	34,356	6,040	12,932	18,972	53,328	420	31,691	12,401	44,092	44,512	97,840
	Total	91,104	12,575	33,760	46,335	137,439	1,405	91,803	29,775	121,578	122,983	260,422
B. SOPHOMORES	Male	22,672	3,022	6,737	9,759	32,431	443	19,343	3,847	23,090	23,513	55,944
	Female	11,228	2,196	3,760	5,956	17,184	140	8,607	2,651	11,258	11,398	28,582
	Total	33,900	5,218	10,497	15,715	49,615	583	27,950	6,498	34,348	34,911	84,526
C. ALL OTHERS	Male	796	889	633	1,522	2,318	57	11,457	982	12,439	12,496	14,814
	Female	371	982	386	1,368	1,739	25	5,800	712	6,512	6,537	8,276
	Total	1,167	1,871	1,019	2,890	4,057	82	17,257	1,694	18,951	19,033	23,090
TOTAL	Male	80,216	10,446	28,198	38,644	118,860	1,485	90,912	23,173	112,985	114,480	233,340
	Female	45,955	9,218	17,078	26,296	72,251	585	46,098	15,764	61,862	62,447	134,698
	Total	126,171	19,664	45,276	64,940	191,111	2,070	137,010	37,937	174,847	176,927	368,038

SOURCE: State Department of Education.

APPENDIX G

Junior College Active Enrollment in Classes for Adults (Ungraded Classes) as of Fall 1963

Year Level Student Classifications		Day Classes					Extended Day Classes					Total Full-Time and Part-Time
			Fewer Than 12 Hours					Fewer Than 12 Hours				
		12 Hours or More	Def. Adults	All Other Part-Time	Total Part-Time	Total	12 Hours or More	Def. Adults	All Other Part-Time	Total Part-Time	Total	
MINORS	Male	130	--	190	190	320	29	--	2,198	2,198	2,227	2,547
	Female	113	--	323	323	436	25	--	2,449	2,449	2,474	2,910
	Total	243	--	513	513	756	54	--	4,647	4,647	4,701	5,457
ADULTS (Exclusive of Defined Adult)	Male	39	--	78	78	117	142	--	1,200	1,200	1,342	1,459
	Female	83	--	570	570	653	324	--	1,681	1,681	2,005	2,658
	Total	122	--	648	648	770	466	--	2,881	2,881	3,347	4,117
DEFINED ADULT (Education Code 6352)	Male	--	3,197	--	3,197	3,197	--	19,032	--	19,032	19,032	22,229
	Female	--	3,677	--	3,677	3,677	--	31,304	--	31,304	31,304	34,981
	Total	--	6,874	--	6,874	6,874	--	50,336	--	50,336	50,336	57,210
TOTAL	Male	169	3,197	268	3,465	3,634	171	19,032	3,398	22,430	22,601	26,235
	Female	196	3,677	893	4,570	4,766	349	31,304	4,130	35,434	35,783	40,549
	Total	365	6,874	1,161	8,035	8,400	520	50,336	7,528	57,864	58,384	66,784

SOURCE: State Department of Education.

APPENDIX H

TABLE 1

Average Daily Attendance, State Support, and State Support Per Unit of Average Daily Attendance By Type of Student, Junior Colleges—1963–64

Item	Defined Adults[1]			Minors[2]			Total
	Resident Students	Non-Resident Students	Total	Resident Students	Non-Resident Students	Total	
Average Daily Attendance	44,707	5,970	50,677	166,077	29,241	195,318	245,995
State Apportionment							
Basic Aid[3]	$5,588,375	$746,250	$6,334,625	$20,759,625	$3,655,125	$24,414,750	$30,749,375
Equal Aid[4]	$520,472	--	$520,472	$10,073,335	--	$10,073,335	$10,593,807
Total	$6,108,847	$746,250	$6,855,097	$30,832,960	$3,655,125	$34,488,085	$41,343,182
Basic Aid per A.D.A.	$125.00	$125.00	$125.00	$125.00	$125.00	$125.00	$125.00
Equal Aid per A.D.A.	$11.64	--	$10.27	$60.65	--	$51.57	$43.06
Total Aid per A.D.A.	$136.64	$125.00	$135.27	$175.65	$125.00	$176.57	$168.06

SOURCE: State Department of Education.

[1] Education Code, Section 6352.

[2] Includes adults taking more than 10 class hours per week.

[3] A.D.A. × $125.00 = (Gross Estimate of Basic Aid).

[4] Total apportionment minus Basic Aid.

TABLE 2

Item	Total	Resident Students	Non-Resident Students	Graded			Non-Graded		
				Resident Students	Non-Resident Students	Total	Resident Students	Non-Resident Students	Total
Adult A.D.A.	50,677	44,707	5,970	36,395	4,986	41,381	8,312	984	9,296
Minor A.D.A.	195,318	166,077	29,241	164,560	29,982	193,642	1,517	159	1,676
Total A.D.A.	245,995	210,784	35,211	200,955	34,068	235,023	9,829	1,143	10,972
Current Expense of Education	$141,114,367	--	--	--	--	$136,485,398	--	--	$4,628,969
State Apportionment									
Basic Aid	$30,749,375	$26,348,000	$4,401,375	$25,119,375	$4,258,500	$29,377,875	$1,228,625	$142,875	$1,371,500
Equal Aid	$10,593,807	$10,593,807	--	$10,405,049	--	$10,405,049	$188,758	--	$188,758
Total Aid	$41,343,182	$36,941,807	$4,401,375	$35,524,424	$4,258,500	$39,782,924	$1,417,383	$142,875	$1,560,258
Basic Aid per A.D.A.	$125.00	$125.00	$125.00	$125.00	$125.00	$125.00	$125.00	$125.00	$125.00
Equal Aid per A.D.A.	$43.06	$50.26	--	$51.78	--	$44.27	$19.20	--	$17.20
Total Aid per A.D.A.	$168.06	$175.26	$125.00	$176.78	$125.00	$169.27	$144.20	$125.00	$142.50
Current Expense per A.D.A.	$573.64	$573.64	$573.64	$580.73	$580.73	$580.73	$421.89	$421.89	$421.89
	29.3%	30.6%	21.8%	30.4%	21.5%	29.1%	34.2%	29.6%	33.7%

SOURCE: Department of Finance.

APPENDIX I

RECOMMENDATIONS ON CONTINUING EDUCATION PROGRAMS IN CALIFORNIA HIGHER EDUCATION ADOPTED IN 1962-63 BY THE COORDINATING COUNCIL FOR HIGHER EDUCATION

DIFFERENTIATION OF FUNCTION[1]

Allocation of Functions

Two general principles should guide all continuing education programs in the State:

1. Every offering of an institution of higher education designed to meet the needs of adults, should reflect the strengths and capabilities of that particular institution.
2. Every continuing education program should be thoroughly integrated with the appropriate instructional department of the campus involved.

Junior Colleges

The Coordinating Council recommends that:

1. Junior Colleges be responsible for offering all lower division credit courses within their districts including transfer courses, technical-vocational courses, and general education courses except as provided below. Junior Colleges may also legally offer classes for adults or non-graded classes.
2. Junior Colleges offer non-graded classes exclusively of a post-high school calibre unless specifically requested to do otherwise by the chief administrative officer of the local high school district.
3. The State Board of Education, as directed by the Legislature, establish clear-cut and strict criteria for graded classes at the 13th and 14th grade level.[2]
4. Junior Colleges implement a matriculation policy for all students enrolling in graded classes which would, at a minimum, require a part-time student to enroll in the same manner as a full-time student, to submit transcripts of previous high school or college work, to see a counselor, and to have a planned and stated degree or certificate objective.

State Colleges

The Coordinating Council recommends that:

1. State College Extension Services offer as needed lower division, upper division, graduate and non-credit courses on their own campuses or existing extension centers.
2. State College Extension Services not offer lower division courses off their campuses except in exceptional situations, authorized by the State Committee on Continuing Education.
3. State College Extension Services offer as needed off campuses credit and non-credit upper division courses; and graduate credit courses designed primarily for the education, improvement and training of teachers.
4. Off-campus extension courses be offered exclusively in the normal geographical area ordinarily served by a particular State College. A delineation of State College geographical service areas, particularly in metropolitan complexes, should be developed immediately by the State Colleges and approved by the State Committee on Continuing Education.

University of California

The Coordinating Council recommends that:

1. University of California Extension offer as needed lower division, upper division, graduate, postgraduate, and non-credit courses on University campuses or existing extension centers.
2. University of California Extension not offer lower division credit courses off University campuses or extension centers, except in territory not within a Junior College district or within a Junior College district only after authorization by the State Committee on Continuing Education.
3. University of California Extension offer as needed off-campus courses, both credit and non-credit, in upper division, graduate, and postgraduate work, with the exception of graduate courses designed primarily for the education, improvement and training of teachers. This latter function is a major responsibility of the California State Colleges and University Extension should not offer courses in this subject field in the geographical areas normally served by State Colleges without the prior approval of the State Committee on Continuing Education.

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[1] Adopted by the Council on December 19, 1962.
[2] Criteria adopted subsequently.

4. University of California Extension should continue to be the exclusive agency for the offering of correspondence courses and for the sale and rental of educational films.

COORDINATION OF CONTINUING EDUCATION IN CALIFORNIA[1]

The Coordinating Council recommends:

1. Appointment of a State Committee on Continuing Education to provide better coordination in the immediate future. The Committee should bear a relationship to the Coordinating Council for Higher Education as recommended in the *Master Plan for Higher Education.* The Committee should have the following membership appointed for two year terms in cases where the position is not the determinant:

   a. Two representatives from the University of California to be appointed by the President. Representation should include the Statewide Dean of University Extension and one other University representative.

   b. Two representatives from the California State Colleges to be appointed by the Chancellor. Representation should include the individual responsible for statewide coordination of the State Colleges' Extension programs, and one other State College representative.

   c. Two representatives from the Junior Colleges: one representative from the State Department of Education to be appointed by the State Superintendent of Public Instruction and one representative to be appointed by the California Junior College Association.

   d. Two representatives from the high school adult education field: one representative from the State Department of Education to be appointed by the State Superintendent of Public Instruction and one representative to be appointed by the Association of Adult Education Administrators.

   e. One representative of the general public to be appointed by the Director of the Coordinating Council after consultation with the members representing the general public on the Coordinating Council for Higher Education.

2. The State Committee on Continuing Education shall have the following functions:

   a. Establish local or regional committees throughout the State wherever, in the opinion of the State Committee, a useful purpose will be served. In establishing such local committees, the State Committee shall designate the membership, develop regular meeting dates, and designate a local chairman for each committee. The chairman will be responsible for calling meetings and informing the State Committee of local Committee actions.

   b. Hear and act upon all jurisdictional and functional disputes brought before it either by local committee, an individual segment, or the Committee's staff, and to report its decisions to the governing boards of the segments involved and to the Coordinating Council for Higher Education.

   c. Design and direct means to gather adequate, comprehensive and comparable data on all aspects of continuing education in California.

   d. Continually review the continuing education needs of adults in California and assess current programs in relation to those needs to determine if, in fact, the needs are being met. If they are not, the Committee should make appropriate recommendations to the governing boards of the segments and to the Coordinating Council for Higher Education.

   e. Discuss and make recommendations to the governing boards and the Coordinating Council for Higher Education on any policy matters affecting continuing education in this State.

3. The Committee be provided a full-time executive secretary who will:

   a. Be the permanent non-voting chairman of the Committee.

   b. Be a member of the staff of the Coordinating Council for Higher Education.

   c. Be appointed by the Director of the Coordinating Council for Higher Education upon the recommendation of the State Committee on Continuing Education.

4. The executive secretary shall have the following responsibilities:

   a. Call regular or special meetings of the State Committee and prepare agendas and background materials for such meetings.

   b. Maintain the permanent records of the State and local committees.

   c. Ensure that local committees meet regularly and attend such meetings whenever possible.

   d. Make personal surveys and investigations to determine that agreements between the segments are being implemented.

   e. Mediate local disputes whenever possible.

   f. Perform other staff and research work as is appropriate to the functions of the State Committee.

   g. Prepare the Committee's annual report to the governing boards of the segments and the Coordinating Council for Higher Education, together with such observations and recommendations as seem appropriate.

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[1] Adopted by the Council on December 19, 1962.

5. So that continuing education credit offerings may be coordinated, the University Extension and the State College Extension Services shall submit, in advance, to the State Committee the credit offerings contemplated off their campuses. The State Committee shall determine the precise dates in the spring and fall when such information shall be submitted. Furthermore, the State Committee shall distribute relevant information collected to the appropriate local committees.

FINANCE OF CONTINUING EDUCATION PROGRAMS[1]

Junior Colleges

The Coordinating Council recommends that:

1. In view of the interrelationship of the financing of continuing education programs to the whole of Junior College finance and in view of the fact that the impact of criteria for graded classes and matriculation requirements is not now apparent, no changes be made in support for adult students unless considered in reference to the whole of Junior College finance and at a time when the impact of criteria for graded classes and matriculation may be adequately assessed.
2. The study of the Junior Colleges and their finance approved by the Council on February 19, 1963, may provide the vehicle through which recommendations can be made for the financing of continuing education programs at the Junior Colleges.

State Colleges

The Coordinating Council recommends that:

1. In view of the character, organization, and stated objectives of State Colleges extension programs, such programs be supported by student fees.
2. The State Colleges immediately institute comprehensive, uniform accounting systems and procedures on all campuses to determine direct and indirect costs of all extension operations to insure that all costs attributable to extension are charged against the extension budgets.
3. Every effort be made to assure that the accounting systems and procedures of the State Colleges' Extension Services and the University Extension are as directly comparable as possible, and that both provide the data needed for analysis to the State Committee on Continuing Education.
4. The Trustees of the California State Colleges should be permitted to retain surpluses developed in the operation of the various State College extension programs; such funds to be apportioned on a statewide basis to areas of greatest need.

University of California

The Coordinating Council recommends that:

1. In view of the scope, purpose and role of University Extension, State support should be accorded to University Extension for those functions directly related to maintenance of the unique statewide character of Extension programs. Costs to be borne by the State should bear a relationship to the overall Extension budget substantially similar to that obtaining in the 1962–63 Budget. The balance of costs not supported by the State shall be supported through fees charged students.
2. University Extension immediately institute comprehensive, uniform accounting systems and procedures to determine direct and indirect costs of all Extension operations to insure that all costs attributable to Extension are charged to the statewide Extension budget.
3. Every effort be made to assure that the accounting systems and procedures of University Extension and the State Colleges' Extension Services are as directly comparable as possible, and that both provide the data needed for analysis to the State Committee on Continuing Education.

DESIGNATION OF GENERAL EXTENSION CENTERS[1]

The Coordinating Council recommends that:

1. Those locations where a full range of extension programs may be offered in accordance with recommendations on delineation of functions, be designated as "general extension centers" to distinguish them from other locations wherein several courses are offered.
2. The San Francisco State College Extension Downtown Center be designated a general extension center for purposes of offering a full range of extension programs; for University Extension, the Hill Street Extension Center in Los Angeles and the San Francisco Center be likewise designated general extension centers.
3. Proposals to establish or upgrade any other locations to general extension centers be studied by the State Committee on Continuing Education and the results of those studies presented to the Coordinating Council for appropriate action.

CONCLUSIONS[1]

The Coordinating Council recommends that:

1. A re-examination of the continuing education programs of public higher education and the coordinating machinery recommended by this report be made by June 1965 by the State Committee on Continuing Education. Such examination should determine if adequate progress to-

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[1] **Adopted by the Council, June 25, 1963.**

[1] **Adopted by the Council, June 25, 1963.**

ward creating orderly, efficient and coordinated programs has been made in terms of the general needs for continuing education programs at the higher education level.

2. Should results of the study so indicate, the Coordinating Council make additional recommendations concerning function, coordination machinery and finance as may be required.

CALIFORNIA PUBLIC INSTITUTIONS OF HIGHER EDUCATION

Junior Colleges

1. American River
2. Antelope Valley
3. Bakersfield
4. Barstow
5. Cabrillo
6. Cerritos
7. Chabot
8. Chaffey
9. Citrus
10. Coalinga
11. Compton
12. Contra Costa
13. Desert
14. Diablo Valley
15. El Camino
16. Foothill
17. Fresno
18. Fullerton
19. Gavilan
20. Glendale
21. Grossmont
22. Hancock (Allen)
23. Hartnell
24. Imperial Valley
25. Lassen
26. Long Beach
27. Los Angeles, East
28. Los Angeles City
29. Los Angeles Harbor
30. Los Angeles Metropolitan
31. Los Angeles Pierce
32. Los Angeles Trade-Technical
33. Los Angeles Valley
34. Marin
35. Merced
36. Modesto
37. Monterey
38. Mount San Antonio
39. Mount San Jacinto
40. Napa
41. Oakland Laney
42. Oakland Merritt
43. Oceanside-Carlsbad
44. Orange Coast
45. Palomar
46. Palo Verde
47. Pasadena
48. Porterville
49. Redwoods
50. Reedley
51. Rio Hondo
52. Riverside
53. Sacramento
54. San Bernardino Valley
55. San Diego City
56. San Diego Mesa
57. San Francisco
58. San Joaquin Delta
59. San Jose
60. San Luis Obispo County
61. San Mateo
62. Santa Ana
63. Santa Barbara
64. Santa Monica
65. Santa Rosa
66. Sequoias
67. Shasta
68. Sierra
69. Siskiyous
70. Southwestern
71. Taft
72. Vallejo
73. Ventura
74. Victor Valley
75. West Valley
76. Yuba

State Colleges

77. Chico
78. Fresno
79. Fullerton
80. Hayward
81. Humboldt
82. Kellogg-Voorhis
83. Long Beach
84. Los Angeles
85. Palos Verdes
86. Sacramento
87. San Bernardino
88. San Diego
89. San Fernando Valley
90. San Francisco
91. San Jose
92. San Luis Obispo
93. Sonoma
94. Stanislaus

University of California

95. Berkeley
96. Davis
97. Irvine
98. Los Angeles
99. Riverside
100. San Diego
101. Santa Barbara
102. Santa Cruz

Additional Authorized State Colleges

Contra Costa County
Kern County
San Mateo-Santa Clara Counties
Ventura County

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